

METHOD

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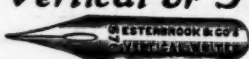

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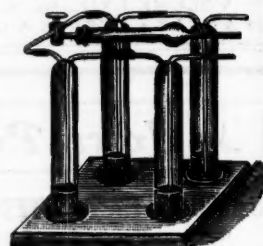



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Social Ethics in the Schools.

By JULIA BULKLEY, University of Chicago.

Whatever may be our views as to the inherent or comparative value of the devices for training the child to a recognition of his relations to others, we face the need of some effectual plan capable of general application in the range of social ethics. We ought not to gloss over actually existing evils or deal alone in vague or glittering generalities or flatter ourselves that eventually this present neglect will somehow right itself without our intervention. Let us be candid enough to face facts and we will acknowledge that we find dishonesty in all circles from the footpad on the street to the highest circles, touched by the schools. In the latter we find not only that intellectual dishonesty which expresses itself in a readiness to use another's work for one's own, but in the appropriation by stealth of books, of articles of clothing and food. This disregard of the distinction between mine and thine extends thru all grades of institutions from the university where the student may present a theme as his own which is taken bodily from some other recognized source, to the elementary school where the pupil's exercises are copied from a neighbor or represent the work of some one in the home. The furs and overshoes and books and umbrellas disappear from the university cloak-rooms and the books from the library as from the high and elementary schools. We are not training to a recognition of this virtue of honesty at any point along the line with an efficiency that secures results.

Even where direct disregard of truth cannot be proved, we know that we are met by evasion and misrepresentation. There is a moral haziness, a cloudiness, an untrustworthy attitude that seems likely to undermine our business transactions as also our social and civic life and introduce with each coming generation an increasing weakness in all relations of society.

Another evil of the schools has led to a late introduction in the board of education of the question as to whether separate schools ought not to be established for boys and girls. This is an evil to which we would gladly close our eyes. We avoid mention of its undermining influence even when we see its indications. We shirk the responsibility of play-ground and street and shut our eyes to the open or secret means used to corrupt the young, from the secret signs or cipher to the vile pictures or literature which are circulated among the members of a school. Frequently there are expressions written in public places connected with the school which are marks of this insinuating vice of social life. Wherever any of these signs appear, there are the indications of disease.

When Vigorous Measures Are Required.

There are exceptional cases where boys should be sent to a school for boys and girls to a school for girls, but generally a wise regulation of the social life suggested by the need can be made. A plain talk at the proper time and always in the presence of the mother has been known to turn the current of thought and action especially of young children. This evil often starts on the street or in the unoccupied days of a vacation.

Where this evil is gaining possession of the growing child, no remedy can be too quickly or sharply applied, for the whole structure is so soon weakened by its influence.

It is an insidious parasite which saps the strength of its victim; it is the plague against which no quarantine can be too severe; it is the poisonous serpent ready to strike his deadly fangs in his victim, and no cover of indifference or neglect will secure us from the consequences of neglecting the slightest suspicion of its presence.

The remedy is not in separate schools for the sexes, but in guarding the child all along the life, in the wise regulation of the daily social life of the boys and girls, in their attitude to one another and always in cases of this kind in co-operation with the home.

Much of the loose, irregular, and weak or vicious conduct of school life has its beginning in the form of self-indulgence in the habit of smoking. It is begun secretly, it is practiced frequently in direct opposition to the known wishes and advice of those whom the boy knows he should heed and respect. It brings its swift penalty in physical injury in many cases; more frequently, the nervous condition which it induces is attributed to other causes. But in all cases where an examination is made and the results are candidly noted, there is a weakening of moral forces and of intellectual ability.

A boy may not fall upon the floor, as I have known a boy to do under the influence of the poison, but he loses in intellectual grasp, in acumen, in noting fine moral distinctions and falls an easy prey to other vicious habits. That same laxity which permits self-indulgence in one unlawful direction may permit it in another, and an early smoker relegates himself to a lesser manhood and possibly to a lower range of pleasures of a sensuous grade.

These are the coarser vices, the crimes of school life in the range of social ethics which we know to exist. There are besides social habits which are indicative of more or less refinement and which belong of right in the school to a child who has been deprived of them in the home. Courtesy, ease of deportment, power of expression of kindly feeling are not sufficiently regarded as subjects of instruction, and even these criminal tendencies just mentioned are in the beginning in many cases due to the lack of knowledge or to lack of early instruction. It is safe to assume ignorance at first in all cases of violation of a code of social ethics and that assumption allows of a direct inference of the need of instruction.

Begin at the Foundation.

What is the remedy for these evils? Not as has been proposed that we carry fire-arms when the hold-up attacks us in the open day on the public street, not that we simply read with a sigh of the death of "one more unfortunate," and contribute our helpless sympathy or of our means to those who, in Salvation Army garb or in settlement work, give substantial aid, not that we form anti-cigarette leagues alone, not that we trust in reform or juvenile schools primarily, not that we try any one of these plans in an isolated way, or wait developments that make all of these measures seem a necessity,—let us try all that are good,—but let us go to the root of the matter and do what we have never done in any general way, in training up the children in the way they should go, if we will not reap the harvest of our neglect.

And what is this training to be? and where is it to be given? The answer to the latter question is self-evident, for where but in our public schools are so many brought into such relations that the training is possible? Long

ago, Pestalozzi showed the need of training in the social life, but he claimed that this teaching, as do some now, should be in the home. If it were sure to be well done in the home, if all that the child saw and heard resulted in mental images that would form the right basis in character, if truth and honesty and justice and "all that makes for righteousness" were there illustrated in word and act, then we might well leave it to the home. But in how many homes where an upright life is the aim, is this teaching wisely given? And the parents in just those homes, knowing how important to their purpose is even the least aid, are the most eager to avail themselves of all means possible for the accomplishment of this purpose.

And when we take into consideration the thought that in many of these homes there is no such training, but instead there is found inconsistency, which Herbert Spencer counts as worse than a barbarity in education, and that we find fickleness, weakness, that in some homes there is no recognition of the importance and relation to life of these daily acts which are the sense-impressions in the range of social ethics, while with some children there are no home ties that represent those things that are "pure and lovely and of good report," but on the contrary, evil speaking and angry passion and even vice; that many children in these ranks get their impressions on the street, we may well assert that the education of the public school into which these children are all gathered ought to include the whole being. The social side as much as the intellectual should be developed or we do them the same wrong that we would if we were to leave them intellectually untrained.

Herbart, in dealing with children from the best of homes decided that instruction should be given in two parallel lines. Not only should a child be given a knowledge of his environment and of its relations in science, but he should be trained in a participative and sympathetic relation to individuals, which broadens in a relation to society, and finally to a true religious, not sectarian spirit. A child in early infancy has to learn the alphabet of social life. Gradually it comes to a realization of the need of participation for its own self-preservation and then later, if it be rightly trained along those lines, it develops sympathy and a social sense. But how many cases have we of "arrested development" along this line!

Now what shall be the nature of this training in the public schools? Many object to formal instruction and even in the intellectual range some are counting it a sin against a child's nature to introduce formal instruction. But there is a time in life when the vague and scattered and irregular elements of life, intellectual and social, take shape in formulas which give to the instructor a promise of security of possession. It is one great service of literature that it so often voices our unspoken and half-formed thought in an expression which we recognize as a truth of our inmost nature. It is for us an expression of the best and noblest possible in our lives. We have sometimes received this aid from a friend, it may be in an act in which we saw the possibilities of our nature revealed or in words at times when our own misty and undefined impressions needed just this inspiration of expression. Children are natural imitators and are the more readily inclined to make this formal statement their own by appropriation when they find this expression for which they were awaiting a fitting formula already before them in the personality or expression of a friend. The greater their admiration for the commanding or impressive personality of friend, parent, or teacher, the surer their appropriation. Some literary form may also be chosen and held as for them an expression of the truth that they were seeking.

It is a decisive period when a child finds in such material the right expression for his vague, uncertain impulses or desires. His motives thus often pass from the unsafe to the safe, from the uncertain to the true in the recognition of their proper expression. Our teaching in

the range of morals, as of the intellectual, needs to be positive and defined. We do not wait for the child to use false syntax in order to correct the form, we know that we are conserving life forces for him when we use before him expression in his presence and ask from him the proper form. As example is more powerful than precept, we concede readily that the first requisite is that right models shall be before the child. But we do not teach arithmetic by right examples alone; we expect the child to find a need for the use of arithmetic in his environment and from that need to frame his problem and then to use the material that requires this science. We join all this into the formal teaching of arithmetic at the right stage, and the child comes to intelligence in practice and to a clear understanding of his subject. Why not try the same plan in the range of social ethics? This is pre-eminently a practical science; we get its data in early experience and we are ready when the ripe time comes to recognize its strength and value in form.

The difficulty is that most of formal social teaching is ill-timed, when it is not neglected. But it may be said that our children are most irregular and ungraded in the range of social ethics. Is there a ripeness in the social range which has been recognized in the intellectual?

(To be Continued.)

The Individual Child: His Education. II.

By SUPT. F. E. SPAULDING, Passaic, N. J.

Fruitful Lines of Observation.

The Child's Physical Characteristics.

1. *The Body as a Whole.*—Size, height, weight; character of development, normal or abnormal, full or deficient; exact measurements may be taken or not; in any case, compare with the average child of same age. Are muscles strong and firm, or weak and flabby? Is the child entering, going thru, or just completing a period of rapid growth? Any bodily defects, congenital or acquired?

The following table may serve as a standard of comparison for height, weight, and rate of growth. The figures express averages and are based on the weights and measurements made by Dr. H. P. Bowditch, of a large number of Boston school children, and first published in the Annual Report of the State Board of Health, of Massachusetts, 1877.

Age	Last Birthday.	BOYS.			GIRLS.		
		Height	An. Incr.	Weight	Height	An. Incr.	Weight
		Inches		Pounds	Inches		Pounds
5	years	41.74		41.20	41.47		39.83
6	"	44.0	2.26	45.14	43.66	2.19	43.81
7	"	46.21	2.11	49.47	45.94	2.28	48.02
8	"	48.16	1.95	54.43	48.07	2.13	52.95
9	"	50.09	1.93	59.97	50.61	2.54	57.52
10	"	52.21	2.12	66.63	52.78	2.17	64.09
11	"	54.01	1.80	72.39	54.77	2.01	70.28
12	"	55.78	1.77	79.82	57.16	2.37	81.35
13	"	58.17	2.39	88.26	58.75	1.59	91.18
14	"	61.08	2.91	99.28	60.82	1.57	100.32
15	"	62.98	1.88	110.84	61.39	1.07	106.42
16	"	65.58	2.62	123.67	61.72	.38	112.97
17	"	66.22	.71	128.72	61.69	.27	115.80
18	"	66.76	.47	132.71	62.01	.09	115.84

2. *Physical Expression.*—Carriage upright, gait firm and graceful, bearing self-reliant, or otherwise. Facial expression: complexion, general expression, particular expression of eyes, mouth, nose, and chin.

3. *Health and Disease.*—General health excellent, good, fair, or poor; headaches, character, frequency, and cause; biting nails, excessive nervousness, St. Vitus's dance. What diseases has the child suffered; at what age; degree and rapidity of recovery? Hereditary tendencies?

4. *Nutrition; Food and Drink.*—Is the body, in all its organs, well or ill nourished? Character of digestion? Food; is it eaten at regular meals? Is it simple, varied, eaten slowly and well masticated, well cooked and taken in sufficient quantity and variety? What and how much is eaten between meals? Is a good breakfast regularly

eaten? What drinks are taken and in what quantities? Is any intoxicant or tobacco used? To what extent? Circulation; is it full and strong; is blood red and warm? Respiration; is it thru the nose or mouth; full, strong, deep and long, or otherwise?

5. *Motor Ability and Control.*—Is there unusual tendency to move and keep in motion the whole body, the legs, arms, fingers, etc., or is there general sluggishness? Is long-continued muscular exercise sought or avoided? Are movements quick or slow, graceful or awkward, under good or imperfect control? What can the child make with his hands? Is he especially fond of making things? Is he careful or careless? Quick or slow, imitative or original in manual construction? It might be well to reserve one card for samples of the child's handwriting to be written perhaps once a year, with date. Are there nervous, spasmodic, automatic movements, as twitching of the muscles of face, lips, eyelids, fingers, hands, etc.?

Control of vocal organs; can all sounds of the language be made perfectly and easily? Is the voice under control in respect to pitch, force, etc.? Is there stuttering or hesitancy in speech? Talk much or little? Does the child belong decidedly to the motor type?

6. *Physical Exercise, Play, and Recreation.*—Amount and kind; how much time is spent in the open air daily? Character of games most enjoyed? Kind of playmates chosen? Attitude toward companions in play; spirit; disposition, temper manifested? Treatment of playmates?

7. *Physical Fatigue.*—Nature of exercise and length of time required to produce it; degree of fatigue; time required for recovery; irritability, nervous, uncontrolled movements of fingers, hands, etc., restlessness as signs and accompaniments of fatigue; relation to mental work. Is child frequently fatigued physically?

8. *Sleep.*—How many hours? Are there regular hours for retiring and arising? What are they? Are they regularly kept? Is the child frequently up late at night? On what occasions? Effects? Is sleep sound or broken? Is the child's mind usually free from care or worry on retiring? Is child fully rested on rising? Conditions of sleeping room; size of room, ventilation, temperature, other occupants.

9. *Sense Organs.*—Note any peculiarities, such as excess or lack of sensitiveness in touch, taste, or smell. Eye and ear tests should be made, the former at least twice, the latter once a year, and recorded on cards prepared for this purpose.

The eye tests are made with the aid of a card prepared for this purpose. The Snellen test cards are considered standard, but almost any optician can supply a card that would answer all purposes. Sufficient directions are usually found on the card; if not there they will be given by the optician. A few points should be carefully observed. Always hang the card in a good light and make sure that it can be clearly seen from the point where the child to be tested is stationed; test one eye at a time, letting the other be covered with a book or card; make the record for each eye in the proper place on the "sight and hearing" card. The record will be in the form of a fraction, the relation between the numerator and denominator of which will indicate the condition of the eye; that is, if the numerator is the same as the denominator it will indicate that the eye sees to read the normal distance; if smaller, that the vision is defective, the degree of the defect being inversely proportional to the size of the numerator compared with the denominator. With some test cards the pupil from a given normal distance reads the row of smallest type which he can distinguish, beside which is found either the correct fraction to be entered on the record or a number indicating the number of feet at which this particular type can be read by the normal eye; in the latter case this number is taken as the numerator, while the number of feet at which the child stands from the card is used as

the fixed denominator. Other cards present only one size of type, which the normal eye reads at a certain distance; for the record, this normal distance will form the denominator of the fraction, and the greatest number of feet at which the child can read the letters will form the numerator. Any great discrepancy between the two eyes is usually more serious than a moderate but equal defect in both.

Satisfactory ear tests may be made with any stem-winding watch, by turning the stem backward, always at a uniform and the same rate of speed. First get the normal distance, the distance at which the turning of the stem should be heard; this may be obtained by testing a dozen or twenty persons who evidently have no serious defect in hearing, and taking the average of their distances. As in the eye tests, the number of feet measuring this normal distance will be the denominator of the fraction, and the greatest number of feet at which the child can hear the sound will be the numerator. Make the tests in a noiseless room; test one ear at a time, letting the other be closed; let the ear being tested be turned squarely toward the sound. Enter the results on the "sight and hearing" card.

Both the eye and ear test, as described here, are very rough, but they will serve to detect the majority of serious defects of sight and hearing. Parents should be at once informed of grave defects and advised to consult a competent oculist or aurist; at the same time the teacher should show the pupil such consideration in respect to seating, etc., as the nature of his defect may require.

10. *Cleanliness.*—Of hands, nails, face, ears, teeth, head, whole body, clothing? Frequency and thoroughness of bathing face and hands, whole body? Child's attitude and feeling toward uncleanness in self or others? Is the child compelled to urinate with unusual frequency? About how often? (Every experienced teacher recognizes the importance of knowing any weakness in this respect.)

(To be continued.)

Means and Methods in School Work.

By WILLIAM A. MOWRY, Hyde Park, Mass.

1. Demand clear enunciation and correct pronunciation both in reading and in all recitations.
2. Give attention to pen-holding and position in writing.
3. Require much practice in the fore-arm and full-arm movements in writing.
4. In the lower grades—say from the first to the fourth or fifth, inclusive—the pupils in oral spelling may pronounce the word and then spell and pronounce it by syllables. In the upper grades omit the pronunciation by syllables, but make a slight pause after the letters of each syllable.
5. Be careful about the length of the recesses. Let them be exactly on time and not exceed in length the time prescribed in the school regulations.
6. All the teachers should in all cases be present in their respective school-rooms at least ten minutes before the time fixed for commencing the exercises.
7. Do not keep pupils too often, too long, or unnecessarily after school.
8. Practice in the phonetic sounds of the letters is particularly to be commended, first in the primary grades, and also in the several classes of the grammar schools.
9. The best school is that which is least governed, in which the pupils do the most work and the teacher apparently the least.
10. The best teacher is that one who is constantly striving for personal improvement and professional advancement. All teachers should improve in personal accomplishments and in scholarship, and advance in professional ability every year.

First Lessons in Reading.

By EMERSON E. WHITE, LL. D.

In no other branch of school training is a clear knowledge of the ends to be attained more important than in the teaching of reading, and this is especially true in the first lessons. The importance of this knowledge of ends is enhanced by the fact that reading is not a simple art with a single guiding end, but is a complex art including several simple arts with different ends. This fact has not always been recognized in the devising and advocacy of methods of teaching reading, and unfortunately too great stress has been placed upon so-called methods.

Two general views as to the results to be attained in teaching reading to children have dominated in the devising and using of methods. One of these views looks upon silent reading as the art of recognizing in succession the words on the written or printed page, oral reading adding the correct pronunciation or utterance of these words with a proper observance of the pauses. This was the view generally held by elementary teachers when the writer was a child in school. The other view regards silent reading as the art of getting the thought expressed by written or printed words, oral reading adding the proper utterance of the thought and feeling thus apprehended.

It is not meant that either of these views wholly excludes the other. Those who hold the first view recognize, in some degree, that reading is a means of getting the meaning of the printed page, but in their methods they specially aim at word calling, and not at thought getting. Those holding the second view recognize the fact that word recognition is a necessary means of thought reading, but their methods specially aim at the grasp and utterance of the thought.

The practical difference of these two views will be more clearly seen by a glance at the special methods which they have inspired.

The first has resulted in the devising of the a-b-c method, the syllable method, the phonic method, and the so-called synthetic method, each of these methods having for its primary aim the training of pupils in the power to recognize and pronounce written or printed words. The phonic and synthetic methods are based on the fact that the sounds which compose a spoken word give, when synthesized, the name of the printed word. Many words when spoken are composed of the sounds of all the letters which make up their printed form, and hence those purely phonetic words are readily taught.

The second view of reading has resulted in the devising of the word method, so strongly advocated by Horace Mann, the sentence method, and the so-called thought method, each method having for its special end the training of pupils in the power to get the thought expressed by written or printed words—in other words, the training of pupils in thought reading and not in mere word calling. It is to be noted that each of these three methods takes its name from the one feature that is specially emphasized by it in the initial steps in reading.

The limitations of the several methods of teaching reading, named above, are evident when viewed in the light of the different acts or processes that are included in the art of reading. Reading includes (1) the recognition at sight of the written or printed words, (2) a knowledge of their meaning and use, and (3) in oral reading, their correct and facile utterance. These acts or arts are essential to the reading of a sentence. In addition to this essential word mastery, the art of reading includes (4) the grasp of the thought and feeling expressed by the words, and (5) in oral reading, their correct and clear expression. But in order that the thought of a sentence may be readily apprehended, the eye must acquire the art of taking in the sentence as a whole by a *synthetic glance*. So long as the eye and the mind linger on successive words, hitching from one word to another, sentences as wholes are not

seen, and the easy grasp of the thought and its proper vocal expression are not possible. The act of taking in a group of words with a quick sweep of the eye must become automatic before facile reading is possible. There must be word recognition without the focusing of attention on the successive words. Reading involves a rapid synthesis of words and ideas—the synthetic glance of eye and mind.

This brief analysis of the different acts involved in reading makes clear the importance of forming correct automatic habits in primary lessons, and this becomes a good test of the value of methods. In the light of these facts let us glance at each of the seven methods of teaching reading, named above.

The A-B-C Method.

The a-b-c or letter method aims primarily to teach words as *forms*. It proceeds on the assumption that written or printed words are recognized from the letters of which they are made up. The method has been widely condemned on the ground that it cannot give pupils the power to make out new words, and for the reason that the names of the letters of a word are not when synthesized the name of the word. Thus the names of the letters *c a t* when spoken together do not give *kat* but *se-a-te*. Yet, notwithstanding this objection, many thousands of persons taught by the a-b-c method have, in some way, early acquired the power to recognize even new words at sight, and the deaf readily learn to recognize words as forms without their knowing the names, much less the sounds, of the letters that compose them. As will appear later, the ability of children taught by the letter method to make out new words, is largely due to syllabic power, often acquired unconsciously. The special weakness of the old a-b-c drill was the focusing of the pupil's attention on the letters in the successive words, resulting in the automatic habit of letter and word attention with indifference to the thought—often resulting in the bad habit of hitching from word to word, the eye and the mind keeping step together. In the writer's boyhood in school he stood in the reading class next to a much older boy who spelled mentally every word read, usually moving his lips at each letter. This was done automatically on words perfectly known as "and," "to," "is," "was," etc. This idiotic habit was early formed by "spelling words out loud" before pronouncing them—a stupid practice in the old-time school. Thousands of persons thus drilled in childhood have never been able to free the eye to take in words as wholes, much less a group of words or a sentence.

The Syllabic Method.

The ability to recognize syllabic combinations of letters is the real secret of the a-b-c method in giving pupils facility in recognizing new words at sight. In the old-time school the reading and spelling drills passed from the alphabet to combinations of letters, first those of two letters, as *ab, eb, ib, ob, etc.*, then combinations of three letters, and so on. Pupils were thus made familiar with those type combinations of letters, which constitute the syllables in English words. It was this syllabic drill which gave young pupils the ability to recognize and pronounce words with facility. At less than six years of age the writer was able to read the New Testament with undesirable rapidity—that is, to name the words! It is a question whether pupils intelligently taught by this syllabic method did not become as skilful word readers as those now taught by the phonic methods. The start was slower, for syllabic skill was at first acquired somewhat unconsciously, but when what have been called the syllabic *phones* of English words were mastered, progress was rapid. When the syllabic habit and the syllabic sense are established new words are made out with greater facility than by the synthesis of their elements, whether letters or sounds. Certainly, the oral naming of the letters in words is small, if any, help in their recognition, while the *habit* of doing this is a fatal obstacle to natural reading.

The Phonic Method.

The phonic method aims to associate the sounds of letters with their forms, and to train pupils in the synthesis of the sounds of the several letters in words. Words are thus made out by a synthesis of their phonic elements. The method is evidently most successful in teaching purely phonetic words; that is, words which are made up, when spoken, of the sounds of all their letters. Fortunately, the child's vocabulary contains many such words, as is shown by an ordinary primer.

The phonic method was in use in Boston and several other American cities early in the fifties. In the first lessons in reading pupils were persistently drilled in the phonic analysis of words, and this was attended later by the use of diacritical marks. This training resulted in a good degree of skill in making out new words and in increased accuracy in the pronunciation of words. But the attention of the pupils was largely focused on words and reading became largely a process of word calling, the grasp and expression of the thought receiving little attention. In the sixties a new impulse was given to the phonic method by the invention of the Leigh type in which each letter had a special form for each of its sounds, the original form of the letter being well preserved. This "Pronouncing Orthography," as it was called, was used for several years in the schools of Boston, New York, St. Louis, Washington, and several other cities, and the success of the device was strongly attested in the successive reports of the cities named. Indeed, so great was the demand for the new pronouncing type that an edition of the primers in several standard series of readers was printed in it. But as early as 1880 the Leigh type had largely disappeared from American schools, being displaced in many instances by the use of diacritical marks.

The Synthetic Method.

The so-called synthetic method takes its name from the fact that it gives great stress to the teaching of words by the *synthesis* of their phonic elements. It makes free use of diacritical marks to denote the pronunciation of words, and rules are given for the sounds of vowels, for silent letters, etc. The special stress of the reading exercise is given to the "marking" of words, the repeating of phonic rules, and the pronunciation of words by a synthesis of their elementary sounds. This is often continued by enthusiastic teachers for months as if it were a necessary process in learning to read. "I remember," says Miss Arnold, "hearing a teacher chide a pupil for reading a sentence before she had time to mark the vowels, but since the child could and did read it without such help, the marking was evidently unnecessary." The result is commendable skill in pronouncing new words, but the method focuses the attention unduly on words, with resulting indifference to the grasp and expression of the thought, and this often becomes an automatic habit not easily overcome.

The use of diacritical marks in first lessons in reading is easily overdone—a liability that attends the use of all mechanical devices. These marks may be properly used to denote the sounds of letters, and also the pronunciation of words written or printed separately; but the words in the sentences to be read by pupils should not be thus marked. The habit of relying on such artificial aid becomes an actual hindrance in reading common type. The fact seems to be overlooked that children learn to speak correctly hundreds of words without any aid from the eye.

The Word Method.

The fact that the making out of words either from their letters or their phonic elements proves a hindrance in the proper reading of sentences, suggested to Mr. Webb and others that the words occurring in the first lessons in reading should be taught *as wholes*, and in advance of sentence reading. It was found by trial that this could easily be done and the recognition of the words at sight thus be secured. This made it possible to train the eye to take in groups of words and sentences

and to direct the attention to the thought to be grasped and read.

This method, called the word method, was in use in the primary schools of Cleveland as early as 1854, possibly earlier, and the pupils read lessons from the board and from charts and primers with charming natural expression. In the opinion of the writer no other city in the country secured at that day such an admirable reading of the thought by young pupils as Cleveland. All new words in reading lessons were taught in advance of any attempt at the reading of the sentences. As a result there was no hitching from word to word and, under skilful teachers, no hesitation on words. The pupils were trained to take in groups of words and sentences by a synthetic glance, and the reading was free, natural, and expressive.

But it was soon evident that the method was being used too exclusively and much too long. Even second year pupils had small ability to make out new words, and their indifference to the letters in words appeared in poor spelling. The result was a striking example of the persistence of habit when action becomes automatic. It was also found that the pupils largely relied upon the teacher or other person for new words, and this resulted in their stumbling over untaught words even in simple lessons. Means were soon employed to supplement the method and correct its tendencies. Its exclusive use was limited to three or four months, and when pupils had acquired the power to take in at a glance groups of words and sentences, it was dropped even as an initial step.

The Sentence Method.

The so-called sentence method begins with the sentence as a whole. A fact is developed objectively and expressed in an oral sentence and then this sentence is written on the board. The pupils look at the marks on the board and repeat the oral sentence, and this is called reading the sentence as a whole. The several words in the sentence are next taught, first as wholes (word method), and then the sentence is read by a synthesis of its words. In a few weeks many sentences may thus be given, and the pupils taught to recognize scores of words at sight.

It is evident that the sentences written on the board are not at first read in any true sense of the word. The so-called reading is simply a repetition of the oral sentence, and this would be done just as well if there was no separation of the words in the written sentence, as for example, "*Mary has an apple in her hand.*" The repetition of this sentence, even while looking at it, is not reading it. Instead of getting the thought from the sentence, which is reading, the thought is put into the sentence. In speech and writing thought is put into sentences; in reading thought is gotten out of written or printed sentences. But the so-called method put the emphasis on the reading of the sentences and secured from the first the natural expression of the thought. Its superiority to the word method is, however, not evident.

The Thought Method.

The sentence method is also called the thought method, and for the reason, that the process begins with the thought, at first expressed orally. The order is first, the development of the thought, next its oral expression, and then the writing of the sentence on the board. One of the earliest advocates of this method of teaching primary reading, Mr. George L. Farnham, then superintendent of the public schools of Binghamton, N. Y., called it "The Thought and Sentence Method," but the process became generally known as the sentence method and, to a more limited extent, as the thought method.

One of the common reasons assigned in the advocacy of the device was the assumption that the thought is the unit of knowledge, and hence the sentence is the unit of language. This was put forth as the "philosophy" of the method; but it so happens that the thought is not the unit of knowledge, but rather ideas and concepts, which are expressed by words. An idea or a concept is

as truly knowledge as a thought. Such groups of words as a "tall tree," "a large boy," "the blue sky," "the green grass," etc., as truly express knowledge as the formal sentences, "The tree is tall;" "The boy is large;" "The sky is blue," etc. Indeed the child's first knowledge is expressed by single words and by phrases, and not by formal sentences. The word method used by skilful teachers demonstrated the fact that children may be as greatly interested in ideas and concepts and their expression as in sentences. Moreover, the thought or sentence method has at best a very limited use, it being best used in connection with sentences written on the board. It has no practical advantage when the primer or first reader is reached.

It is doubtful whether the thought and sentence method should be used continuously even for a few days. When used, immediate attention should be given to the words and the pupils should be trained in passing from the words to the sentence and its thought. Otherwise pupils become dependent upon the teacher both for the thought and its expression, and this results in careless reading, the omission or insertion of words, etc. This is especially true in reading long sentences or those in which modifying words are not essential to the expression of the main thought. Pupils glance at sentences as wholes and "jump at the thought."

It is evident from this brief survey that no one of the so-called methods of teaching reading is a complete method, even for the first lessons. Each is a device for the attainment of a certain result and this is only one of several results that are attained in the complex art of reading. Moreover, it is seen that the exclusive use of any one of these methods, even for a few weeks, results in some habit or tendency that must be corrected before accurate and natural reading is possible.

These facts suggest that the first lessons in reading should be given by such a combination of processes or methods as shall result not only in necessary word mastery, but also in facile thought reading. It is also evident that this involves the teaching of words in such a manner as not to prevent early and persistent practice in sentence reading, the grasp and expression of the thought. It is possible that this result may not depend on any special combination of processes or on any given order of procedure. More may depend on the teacher's clear knowledge of the results to be attained and her skill in recognizing and meeting the needs of the pupils.

The Education of a Girl.

The education of woman, according to a German writer, is still a weak point in the American scheme of training. One of the problems that remains to be solved is the exact differentiation that ought to be made between the education of a boy and the education of a girl. Without going into the philosophy of the matter an article by Mrs. Eva D. Kellogg in *Primary Education*—from which extracts are here printed—give some very practical hints and helps. Mrs. Kellogg is writing an answer to a correspondent, a club woman, who wants to know what course to pursue in the education of a little girl from babyhood to graduation:

First, I would make sure that my little girl was a good, healthy animal before I put her at school anywhere. A stock of physical vitality is a far richer possession for your child than any early-stimulated brain. Let her live as close to nature as you possibly can manage, even if you have to move in the country to do it. Let her "run wild" as far as safety and good sense will permit. To bring up little children in city homes or boarding houses is to cruelly rob them of their rightful inheritance.

If she were physically strong enough at four years old I would send her to a kindergarten; if not, I would wait till she was five. And now will come the danger that you will not get a good kindergarten. A good kindergarten is the very gate of heaven; but there are many poor ones, as every good kindergartner knows.

Advantages of Public Schools.

Public schools after that? Of course. Do you shrink from the contact of a miscellaneous public school for your little girl? She is born into a miscellaneous world. If her primary teachers are of the right kind, she will get a standard of right and a power to discriminate and adapt that she can never acquire among the guarded few of a private school.

When this little girl reaches the age of twelve or thirteen years, give her your most careful consideration. Is she tired, restless, nervous, capricious, and inexplicable to herself? Take her from school. Give her over to freedom and nature again, during this delicate period. To push her thru, or allow her to be pushed thru a graduation at this time, if she is not normally well, is a moral wrong. It seems almost unbelievable in this day when children are being studied hygienically with an X-ray scrutiny, that our girls are urged thru their graduating year by the keyed-up, nervous prodding of per cent. examinations. It only proves the rarity and pricelessness of that jewel—consistency. And, now believe me, when I tell you that no influence can do as much to change these conditions as the concentrated effort of a woman's club. Any sensible measure concerning the schools, which a club, composed of the best women in the community, would launch and tactfully push forward, would not fail. When enough influential mothers unite in protest against the wrongs in our present school curriculum these wrongs will be righted; and no one will suggest that such effort is not within the "sphere" of your womanhood and motherhood.

Shall my daughter go to high school? Yes, if she is equal to it physically. But a year of complete rest between the grade school and high school would be a wise course. With firm health she can do a great deal of hard study and valuable work in high school. Encourage sensible athletics, early bedtime, and proper food. These will tide her over the hard places.

Her reading? So much to be said here, it is a sermon by itself. So much of her future tastes and ambitions depend upon her reading at this time, one shrinks from recommending any course. Let her temperament decide somewhat. If she is fanciful and imaginative, offset this tendency with the literal and practical; if prosaic and matter of fact, give her the poetic and imaginative. But strive that her reading be real literature rather than the ephemeral book of a day. If you can build her taste with the best in story, poetry, and drama, the wave of modern fiction will not overwhelm her, tho it will beat hard upon her.

What College?

Young ladyhood is reached. Our little girl has grown up. What shall she do? Can you send her to college? Where? To a "co-ed" university or a woman's college? I think there should be equal opportunity, but a different goal. Preparation for wifehood and motherhood is entirely left out of the college curriculum for girls. The omission is vital. Some day, that blessed some day, a college course for girls may come to mean, first, the science of health. Not athletics to excel some rival "team" and to give mannish "yells," but for the sake of a sound body. Every subject taken up by college girls should be taught with an eye to her training as a future home-maker. To be an intelligent, accomplished woman and "hold one's own," in and out of a well-managed home means much. Above art, science, literature, or philosophy, she needs to know herself—her physical organization, and not think it proper delicacy to faint at the sight of apparatus in a medical lecture room. Then, in her study life, every subject should include her needs in the future home. Is science any less science because it embraces the chemistry of cooking?

Is this old-fashioned doctrine? Are you concluding I am not the "new woman"? But I appeal to you as a club of intelligent women, what have *you* most needed as wives and mothers? Let me say just here that every young woman needs a year of kindergarten training as pu-

pil-teacher, before her marriage. Nowhere is the Froebelian philosophy more needed than in a home of little children.

"But if my daughter wishes to follow one of the learned professions?" Then she must take her place side by side with men in co-educational institutions, and forfeit the benefit of a separate woman's college. But I would not have her enter upon the technical training of a profession under twenty years of age, and only then if health were sound.



The Influence of the Queen.

It is undoubtedly fortunate for the integrity of the British empire that the sovereign is, from the point of view of autocratic domination, a mere figure-head. So many and so intricate are the problems, governmental, social, educational, and religious, of Great Britain, Ireland, Canada, Australia, India, and the numerous smaller dependencies of the empire that no single human mind could hope to exercise even the most general oversight and direction in their solution. Queen Victoria was an ideal monarch because she renounced the prerogatives of initiation and interference, but sought to accomplish her ideals thru personal influence. Vast as is the empire on which the sun never sets, there is no doubt the Queen's example and precept pervaded every part.

One of the strong traits of Victoria's character was her love for domestic life. At times she insisted upon the most vigorous court etiquette, but whenever the occasion seemed appropriate, as at one of her country places, she liked to forget that she was Queen, behaving merely as the lady of the manor. Nothing gave her keener pleasure than to roam about her estate at Balmoral and, when she heard the voice of the good wife at the cottage door say, "Come in, ma'am, and sit down," to enter the cottage and await her pot of tea while she chatted about the crops and the church services.

This simplicity and fondness for home life are national characteristics of the English. There is no doubt that the Queen's personal influence has had a great deal to do with keeping up the habits of domesticity.

The following anecdote is worth repeating as an example of the Queen's point of view in regard to clothing, and at the same time it reveals a little of the womanly sympathy which was so marked a trait:

"Some years ago it was decided to establish in Dublin a branch of the Kensington School of Needlework for the benefit of impoverished gentlewomen, whose work was to be placed upon sale. One of the lady directors determined to secure the patronage of the Queen, with orders, if it were possible, and thus, by securing the royal good will, place the enterprise immediately upon a solid footing. The director brought the proposition before the board of managers, who immediately opposed it. As a compromise they agreed that the lady might write to the Queen, personally, if she so desired; but they were unwilling to sanction such audacity, officially.

The letter was written with all tact and delicacy, and, to the triumph of the writer, a prompt reply came back from Windsor. The royal patron of the newly established school sent a cloak, which she wished duplicated in good material, and with this a generous order for gowns, wraps, and lingerie for the young princesses, her granddaughters. The lady-in-waiting who conducted the correspondence especially requested that the Queen's cloak—a large, black mantle—be returned as speedily as possible, as it was one which Her Majesty wore constantly in her drives and while taking tea out of doors, and could not conveniently be spared. The garment was one which few well-to-do women would have valued; it was decidedly threadbare, very smooth and glossy inside the collar, but it was warm and comfortable, and its owner valued it on this account. It goes without saying that the new mantle was made, but it is doubtful if it ever quite superseded the old cloak, which she liked best."

It is to be noted that the Queen never deluded herself with the specious argument that by giving extravagant orders she was helping trade. She seems to have understood, what so many forget, that wanton destruction of commercial wealth leads toward national poverty.

It is needless to say that in religion Victoria exercised a refining and conservative influence. England is a pro-

foundly religious country. And Queen Victoria fully satisfied the national ideal of a sovereign who is the spiritual as well as the temporal ruler of her people. Her journal is full of sweet religious sentiment, quite free from morbidness or mawkishness. Her grief over the death of the Prince Consort, who died in 1862, was that of a noble Christian woman. Upon his tomb she wrote: "Farewell, most faithful one; here will I rest with thee and rise again with thee in Christ."

In politics Victoria was, of course, anxious from the outset not to interfere. While Albert lived and was all the time manifesting his sympathy with the liberal movements, the Queen naturally enough showed that she shared his opinions. After his death she was less inclined to take sides. Her personal friendship for Disraeli was always apparent and, it is said, her disinclination toward Gladstone. Yet in one very important question of state she was certainly in sympathy with Gladstone; she had a most kindly feeling toward Ireland. The example she set her subjects of compassion and toleration toward the people of the sister kingdom was alone worth the price of her sovereignty. As far back as 1838 Daniel O'Connell wrote:

"It is quite true that our gracious and beloved Queen not only is free from any prejudices against her Irish subjects, but is actually and sincerely friendly to the rights and liberties of the Irish people. I do verily believe that she has the noble ambition of making her reign celebrated by the pure and perfect pacification of Ireland. We never had a sovereign before her present Majesty who was not an actual enemy to the Irish people; the change is propitious, and should be cherished."

One other of the Queen's political prejudices deserves special commemoration. She hated war. On her death-bed she whispered to her son Albert Edward, now Edward VII, "Promote peace." All the world knows that she was bitterly opposed to the present war in the Transvaal and the belief is not wanting that her grieving over it led to her death. "Promote peace," had been her own motto all her life.

There can be no question that Victoria's influence has been of the greatest economic worth to the empire. The England of to-day, however, it may be for the moment, shuddering over "Made in Germany," is in a far better way than it was in 1837. At that time the common people were hopelessly brutalized. Social discontent was widespread. The rich had far less sense of the responsibility of riches than they have to-day. Everything portended a troublous reign for the young queen.

Yet during sixty-four years conditions have steadily improved. Not alone in a material way, with the growth of railways and steamship lines and manufactories of cotton, steel, and brass, but with constant broadening of the nation's intellectual horizon.

In the field of education the improvement has been little short of marvelous. In 1837 the country had no training colleges, no school boards, no impetus of schools, no central board of education. The year that Victoria came to the throne was the year in which a report was made for the first time by a committee appointed to look into the means of providing an education for the poorer classes. That report was full of a story of pitiful ignorance. In Leeds only one child in forty-one received daily instruction; in Birmingham, one in thirty-eight; in Manchester, one in thirty-five. The ordinary school-room in charge of the pristine "Dame" was a dirty ill-ventilated hole, as dwelling, dormitory, and school-room, accommodating families of seven and eight persons. " Oftentimes the committee would find that the "dame" was hanging out the clothes or even washing them in the school-room. To-day there are in England alone 63,000 certificated teachers, schools that accommodate six and one-half million pupils and an expenditure of about \$65,000,000 annually upon primary education.

For whatever advance there has been in England in the last sixty-three years the Queen is entitled to credit. An aggressive leader she has never been, but she has always exerted a strong intelligent influence in the direction of the things that are right and of fair repute.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING FEBRUARY 9, 1901.

Care of the Teeth.

Physiology has become one of the fundamental studies in the elementary schools. In connection with it is given instruction in the simple laws of hygiene. Special attention is devoted to the evil effects of alcoholic beverages and narcotics. All this is commendable and encouraging to the friends of educational progress. The well-being of the body cannot be too highly regarded in the making up of school programs.

One logical result of the more intelligent interest of the people in matters concerning the health of children is the introduction of expert medical inspection of the schools. Thus far this inspection has confined itself largely to the sanitary conditions of school buildings and the general health of pupils. If there has been any specialization it has been examination into the condition of children's eyes and ears, and perhaps also of the nose and throat. One important factor seems to have been largely disregarded, and that is the need of a periodical dental inspection. The principal reason for the oversight is probably to be found in the lack of interest on the part of the average physician in the health of teeth. This field has long been left entirely to the dentist, and the latter has not, at least in the United States, been made a member of the boards of medical examiners for schools.

In Germany, France, Belgium, Sweden, and Japan, the importance of the examination of school children's teeth by a competent dentist has long received practical recognition. In Great Britain the question has been agitated for some years, and all signs point to a speedy adoption of dental inspection and the teaching of the proper care of the teeth at least in city schools.

The usual plan is to employ dental surgeons to make periodical examinations of every pupil. Records are kept and parents are advised concerning proper care, or free treatment is given to the poor. A similar system is very much needed in this country. State, county, and municipal examiners of children's teeth must become a part of the public elementary school machinery.

Meanwhile instruction in the care of the teeth ought to be made part of the elementary school course in physiology and hygiene. So much depends upon cleanliness and health of the mouth and teeth that the reasonableness of this proposition will be at once recognized. The decay of the temporary teeth may work lasting injury. Digestion is frequently impaired by imperfect mastication due to defective molars. The presence of microbes bred in particles of food left between the teeth is often the source of serious stomach troubles. Nervous difficulties of various kinds can be traced to neglect of the teeth. And the inference is by no means far-fetched that the development of serious lung diseases has resulted from a neglected mouth. The wisdom of increased attention to the education of children in the things affecting their present and future health and strength is evident to every intelligent adult. No difficulty ought to be encountered, therefore, from the side of school officers in introducing lessons on the care of the teeth and mouth into elementary schools.

The *Hospital* considers the care of school children's teeth by the state as of greater importance even than the providing of food for the poor. "It must be remembered," says this authority in matters concerning hygiene, "that there is a great hereditary and instinctive tendency among all but the very lowest type of the human race which drives parents to provide their young with food. Food of a sort, then, the children will be sure to have. On the other hand, there is no inborn instinct

which drives parents to look after their children's teeth. Yet we as a community object to Nature's method of eliminating the toothless ones by starvation. So we keep these weakly ones alive, sometimes in hospitals, sometimes in jails, sometimes in workhouses, but always at great expense, while the great multitude of those who are not thrown entirely upon our hands lead a less healthy and less productive life than would be the case if they had been thrown upon the world uneducated, perhaps, but with good teeth." The state has a duty to perform with regard to the care of the children's teeth. It is a matter of pressing importance from an educational as well as from a hygienic point of view.

Victoria, the Good.

In the death of the queen of England the world lost a most influential educator. The lessons she has taught have been numerous and of wide significance. All persons who stand above their fellows necessarily teach, and it is well for the race if those who are selected as rulers possess traits that may be safely imitated. History gives us several instances of rulers justly worthy of the title "Good;" the one universally bestowed upon Victoria.

After such reigns as those of the four Georges that of Victoria stands out in pleasant contrast; it had a high moral standard. She was the head of the English church, and was worthy of the position.

Queen Victoria was a great lover of children; she felt lonely if one or more of her grandchildren were not about her. This was not wholly because she was herself a mother; all the world's great exhibit this trait.

She possessed force of character; this is her claim to enduring fame. She had great knowledge of public affairs; she was reasonable in her ideas; she was affectionate; she realized in herself and her home circle the possibilities attainable by the British citizen in general. While a queen, she was always a woman, as her domestic life clearly shows. Tennyson says:

Her court was pure, her life serene;
God gave her peace: her land reposed;
A thousand claims to reverence closed
In her as mother, wife, and queen.

Regents' Published List of Art Works.

Some time ago the regents of the University of the State of New York made out a list of one hundred paintings, reproductions of statues, and public monuments suitable for decoration of high school buildings. These were to be paid for by public money; the list was not regarded as exclusive, for the trustees of any school may alter or expand it to their heart's content. The intention was simply to arrange a good working list as a basis.

Endeavoring not to get into this list anything objectionable to any class of citizens the regents submitted it to seventy-five persons—artists, clergymen, and educators. It was found that certain of the works of art were objected to on one or more of the following grounds:

1. Too nude.
2. Too trivial or undignified.
3. Inartistic.
4. Objectionable to certain sects as, to the orthodox Jews.

Such pictures and statues were thrown out and others which had been designated by the jury as inoffensive were substituted. Among these were the "Venus of Milo," the "Hermes" of Praxiteles, Raphael's "Sistine Madonna," Murillo's "St. Anthony and the Infant Jesus." It is fair to the regents to say that their secretary, James Russell Parsons, Jr., has stated that the list is probably impaired in artistic value by the omissions, but that the demands of the community must to a certain extent be complied with.

This is apparently the material out of which the sen-

sation-smiths of the yellow journals are forging their bolts of denunciation. Some of the substitutions appear to be excellent; the only wonder is that they were not made before the consultation. For instance, the over-rated "Horse Fair" of Rosa Bonheur is to be replaced by a good Troyon. Burne-Jones' "Golden Stairs" is rejected as "affected and stilted." Richter's "Queen Louise" is dismissed as "poor and popular," and Meissonier's "1807," which is not an example of his best work, is rightly described as "objectionable on ethical grounds as suggesting war."

It may be fairly contended that less harm will be done by the omission of certain great masterpieces that happen to contain an offence to certain classes of society than by the inclusion of art that is poor.

Mr. Steinson Gets Judgment.

The New York court of appeals at Albany has handed down a decision favorable to George Steinson in his now famous suit to recover \$13,824 from New York city. Mr. Steinson claims salary as a teacher in the public schools from March 12, 1892, to March 12, 1898.

The facts of the long drawn out case are these: In 1887 he received a teacher's certificate from the state superintendent of public instruction, licensing him to teach in any public school in the state. Prior to his appointment to a New York city position he had received a local provisional teachers' license for New York from Supt. John Jasper. When the local license expired Mr. Steinson was removed from his position. He took the case at once to Albany. The state superintendent decided that the board of education had removed him illegally, holding that Mr. Steinson could be removed only after trial with notice.

To this decision the city superintendent paid no attention, and Mr. Steinson was still prevented from teaching. Mandamus proceedings were then brought to compel the board of education to pay him his salary. The decision in each court to which the case was brought was against Mr. Steinson on the ground that he sought the improper remedy. Then mandamus proceedings looking toward reinstatement were brought. The decisions on this count were also adverse to Mr. Steinson. Not discouraged, however, he began an action on contract, on the theory that he was still a teacher in the schools of New York city and as such entitled to pay. The case was tried before Mr. Justice MacAdam in supreme court, part 2, New York, and went against the plaintiff; held that the original employment was covered by the term of the so-called provisional license and that the plaintiff was liable to discharge upon the expiration of any six months term of said license and therefore entitled to no salary. Not satisfied with this decision Mr. Steinson appealed to the appellate division where the former decision was reversed. Finally, upon the appeal of the defendants, the case went to the New York state supreme court where Mr. Justice Landon rendered the following decision:

The plaintiff was not an officer but an employee. His employment was contractual, and his proper remedy is by action. Mandamus would not lie as of strict right, and might be refused in the discretion of the court; hence the former denial of that remedy does not bar the present action.

His state certificate was conclusive evidence of his qualifications to teach, and hence his employment, without more, was authorized.

His provisional certificate had expired before he was employed. The appellate division, in reversing upon the facts, is presumed to have held upon the conflicting evidence that it was not renewed. If it had been renewed, the only effect that could be given to it, in view of his having a state certificate, would be to support the inference that he contracted for employment with reference to its limited term. This inference is not here permissible.

The plaintiff's employment was subject to no other limit of time than the power of removal for cause, vested in the defendant and its officers, and the power of the state superintendent to revoke his state license. The plaintiff was discharged without right or cause and is entitled to recover.

The appeal might be dismissed, but as we do not think a new trial, pursuant to the order of the appellate division, necessary, we conclude to affirm, thus giving effect to the defendant's stipulation for judgment absolute.

The order should be affirmed, and judgment absolute ordered for plaintiff on the stipulation, with costs.

Marshall Day.

February 4 the centennial of John Marshall was observed in Washington pursuant to a concurrent resolution of Congress. John Marshall, who was nominated by President John Adams as chief justice of the United States took his seat on the bench in Washington February 4, 1801. He stands especially high as an expounder of the constitution, a document then quite new to the people and concerning which there were different opinions. One party insisted that the national government was a sovereign nation created by the people of the United States, subject only to the limitation of the constitution. The other party insisted that the national government was only the accredited agent of thirteen independent sovereignties, which had delegated powers that might be abrogated at pleasure.

Under Marshall's exposition the sentiment of nationality germinated and grew, and an indestructible union of solidified states became an entity that so appealed to the affections and reason of men, that they were willing to lay down their lives for it.

The friends of education in Alabama are rejoicing over the passage of a law, by a vote of seventy-three to five, extending the country school term from three to five months. Now let the good work be carried to a still higher plane by organizing all forces for the addition of yet another month to the school year.

A bill is now before the assembly at Albany providing for the extension of the free text-book plan to all the public schools in the state. It arranges that boards of education may purchase text-books and any other necessary school supplies out of the school fund of the district. And that such material shall be purchased free of cost. Text-books shall not be superseded by the purchase of any other book within a period of five years from the time of purchase, unless by a three-fourths vote of the board of education. All text-books and school supplies are to be purchased by the state from the money that is annually appropriated for such purposes.

A recent decision of the queen's bench declaring it to be illegal for the London school board to spend the ratepayers' money for teaching science and art in evening classes for adults has created a great deal of hard feeling. Appeal has been taken to the house of lords who may reverse the verdict. About 90,000 pupils in London alone are affected,—and presumably many more in the United Kingdom. The head masters of pay schools are said to approve of the decision since the free night classes have a tendency to cut into the attendance of private schools.

Altho college men and women get their degrees rather late in this country, we have no institutions like this in England where

"A Fellow of Magdalen Hall
There was who knew nothing at all;
He was seventy-three
When he took his degree,
Which is youngish for Magdalen Hall."

The next meeting of the American Institute of Instruction will be held at Saratoga, July 5-9. Mr. Mason S. Stone, formerly State Superintendent of Vermont, and recently appointed as Superintendent in the Philippine Islands, is the president of the Institute.

Letters.

Studying Authors in a Country School.

Perhaps a description of the method I am employing for study of the representative American writers may interest those teachers who are placed in a similar position to mine, which is that of a teacher in a rural school composed of pupils of all ages. To begin with, I collected from magazines and other sources the pictures of the authors I meant to study and had them framed separately in narrow oak bands. The village cabinet maker was very light in his charge of the work. I hung these pictures on the school-room walls in such positions that all the pupils could see them.

My object was to interest the children in the authors and their lives before we began to study their writings. I talked about them until every child in the room was familiar with their faces. Then I planned a course of study that would include all the grades, giving a month to each author.

I selected Longfellow for the first month's study. Upon my desk I put several biographies of the poet for the older pupils to refer to, and to carry home for reading, if they so chose. Our school library had a good copy of his poems. I encouraged pupils to buy copies of their own as a beginning of a private library. Several did so. We searched all possible sources for facts, anecdotes, or anything relating to Longfellow. These clippings were pasted neatly in a scrap book.

One talk was upon Longfellow's boyhood. The older children wrote short sketches, after reading from the biographies and referring to the scrap-book. I read "My Lost Youth" to the younger pupils and told them all the stories I knew connected with the poem. We tried to picture the town where the poet spent his early years; the wharves with the vessels coming from the West Indies loaded with sugar, molasses, and fruits; the strange looking sailors that might be seen at this busy port; the fine woods in Portland where Longfellow used to walk, etc. In all this the children showed great interest.

"The Children's Hour" proved to be such a favorite that I took pains to procure a photograph of "Grave Alice and laughing Allegra and Edith with golden hair." The school learned, besides several shorter poems, some extracts from "Evangeline."

When the month was up we turned our attention to another author. "May we take Lowell next," a bright girl asked. When I asked her why she chose him she replied, "Because he lived near Longfellow, and they were such friends."

In November we studied Whittier, and especially appropriate we found some of the poems of the "Quaker Poet" for our Thanksgiving exercises.

December was given over to Louisa May Alcott. No urging was required to make the boys and girls read everything of this prime favorite of young people that they could lay their hands upon. A few were made happy at Christmas by being presented with some of Miss Alcott's books.

This month (January) we are taking up the Cary sisters. I selected them principally because they wrote so many entertaining and wholesome poems for young children. I have put Emerson in the spring that we may study nature as we read his poems of the out-door world.

New Hampshire.

MATILDA F. PEASLEE.

THE SCHOOL JOURNAL

Established 1870, published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year, and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free E. L. KELLOGG & CO., 61 E. Ninth Street, New York.

The Science of Education.

Webster's dictionary defines science as "Accumulated and established knowledge, systematized and formulated with reference to the discovery of general laws." Is there, in the light of this definition, a science of education? It would seem that there is. There certainly is a vast fund of accumulated and established knowledge.

My attention has been called to an article by Prof. Davies, of Princeton university, which seems to me to deny this. The article hardly grasps the situation. The graduate of even a kindergarten training school is obliged to give much time to a discussion of general principles; childhood is investigated, its aptitudes and needs are examined as well as imparting a training in suitable occupations and games. Normal schools spend much time in giving those they prepare for primary and grammar schools a well-digested knowledge of educational principles. Dr. Levi Seeley, in the New Jersey normal school, spent many years in fitting himself for this special duty. These points seem to have been overlooked by the worthy professor. But we do not claim there is no further advance to be made.

Newark.

B. D. FIFIELD.

Definiteness in Geography.

Not long since I heard a theological student take the Jews back from captivity in Babylon by way of the Isthmus of Suez. This was strange of course; but even stranger was the fact that not another person in the congregation noticed anything incongruous in the expedition, and still stranger was the fact that several intelligent people who had studied ancient history among other things, to whom I told the incident as a joke, could not see where the laughing point was. It is not a pleasant surprise to a man who thinks he has a joke, to find that, so far as others see, it is no joke at all. I naturally wanted to blame some one, but whom could I blame? Not myself, for I knew that my joke was a good one; not the "theolog," for he was none too scholarly; not the congregation, for most of them did not care whether the Jews came from Babylon or from New York; not the intelligent friends, for they had the right not to see a joke. The only thing to blame was the schools of the present, and the present methods of teaching—everybody does this and why should I not? Yet these people went to school in the days when the children "had to study" and were supposed to learn in such a way as only those could learn who lived "when we were young."

I am not one of those who believe that all excellences belong to any one time, whether past or present. Each time has its own excellences and each its own defects; but a lack of definite knowledge of facts seems to be a defect of all times. Generalities are known and expressed in abundance; but definiteness is rare.

Methods in teaching geography have greatly changed, and yet it is fairly to be questioned whether definite geographical knowledge in our schools has increased very much. For instance, once it seemed to be the result to show where Rome is, but to tell as little as possible about the city; while now the result seems to be to tell a great deal about Rome, but to leave the pupil in deep ignorance as to the exact location.

Great stress should be laid upon the earth as a dwelling place for man. All will agree to this. But the danger is that this is likely to be emphasized too much, or rather, emphasized at the expense of knowing the exact location of the dwellings.

It cannot be iterated too often that facts, definite facts, are the basis of all true knowledge, and that reasoning is of little consequence unless based upon them. Is it possible that with our improved methods and broad courses we are still making the old error of not impressing definite facts?

C. W. H.

If your stomach is weak it should have help. Hood's Sarsaparilla gives strength to the stomach and cures dyspepsia and indigestion.

Educational Outlook.

Model Decorations for a School.

ROCHESTER, N. Y.—The art committee of the Woman's Union has on foot an ambitious scheme for completely decorating school No. 27, on Central park. The plan is to have at least one school-house in the city which shall be a model of its kind. The board of education will co-operate with the art committee, decorating the walls with peaceful and restful tints, and thus making a good background for pictures. Already some pictures have been promised and a jury has been appointed to pass upon or reject contributions. It is thought that the decorations of each room will cost about \$500.

Mrs. W. A. Montgomery, who is president of the Woman's Union and a member of the school board, is very enthusiastic in the matter of school decoration and is endeavoring to demonstrate what can be done for esthetic culture thru environment.

Philadelphia Schools and Museums Co-operate.

So many public school principals have applied to the Commercial museum for specimens of products that can be used in object teaching that Dr. Wilson has arranged a system by which collections of commercial products can be sent out, not only to the Philadelphia schools but thruout the state. Nearly 400 distinct exhibits have already been made up, each collection comprising about 300 specimens and from fifty to one hundred photographs. The specimens are classified under ten different heads, such as fabrics, food and food adjuncts, drugs, oils, etc. The photographs are of large size and carefully mounted. Dr. Wilson purposes shortly to bring out a brochure on the collections as an additional aid to the teachers. The only condition attached to sending out a collection is that proper cases shall be gotten ready for it at the school building before it is consigned.

Free Text-Books Recommended for Chicago.

The educational commission of the civic federation has come out strongly in favor of free text-books for all pupils in Chicago schools. The present system grants them only to the children of parents who are too poor to buy the books. County Supt. Orville T. Bright, who was one of the speakers at the meeting, said that there is no more pitiful sight in Chicago than to see, as he often sees, little children using books in which they try to hide the labels. Not only is the child forced to come to school and confess himself a pauper, but after the books are given him they are branded with a mark of class distinction. Rev. Jenkin Lloyd Jones and Prof. J. W. Thompson, of the University of Chicago, spoke in a similar vein.

The resolution was unanimously adopted.

New Plan for Purchasing Sites.

CLEVELAND, O.—The school board has been having continuous trouble in getting land for school purposes. Whenever it is known that the building committee is on the look-out for land in a certain quarter of the city every piece of property in the neighborhood becomes fabulously valuable. As a remedy against these frequent hold-ups, School Councilman M. M. Hobart has originated a plan whereby two or three reliable and honest real estate dealers—if such can be found—shall be put in charge of the task of securing private options on property that the school board might wish to purchase. This branch of service could be kept secret. Self-interest would hold the agents to secrecy, for they would receive a commission of two per cent. on the purchase price of the property.

Another bit of Cleveland news is that the committee on free text-books will recommend to the school council, at its next meeting, that free text-books be adopted for the first eight grades and that such books be supplied to the schools at the opening of the school term next fall.

Active Preparations at Detroit.

Plans for the entertainment of visitors at the Detroit meeting of the N. E. A. are rapidly nearing completion. A committee of representative citizens and city officials, with Oliver G. Frederick, assistant superintendent of schools, chairman, has been formed to take charge of all matters pertaining to the convention. The membership of this committee is as follows: James E. Scripps, chairman; George H. Russel, treasurer; Daniel J. Campau, chairman reception committee; Oliver G. Frederick, chairman general executive committee; Hon. W. C. Maybury, mayor of Detroit; Wales C. Martindale, superintendent of schools; Edw. F. Marschner, president board of education.

The chairmen of the local committees of departments are also announced:

National Council of Education, Pres. James B. Angell, University of Michigan; Kindergarten Education, Miss Clara W. Mingens, supervisor of kindergartens; Elementary Education, Miss Isabel F. Thirkell, principal Pitcher school; Secondary Education, Prin. James H. Beazell, Central high school; Higher Education, Prin. Clark B. Hall, Western high school; Normal School, Miss Regina R. Heller, city training school;

Art Education, Miss Myra Jones, supervisor drawing; Music Education, Mrs. Emma A. Thomas, supervisor music; Business Education, Templeton P. Twiggs, Central high school; Child Study, Miss Harriet A. Marsh, Hancock school; Physical Education, Miss Charlotte Carne, supervisor physical culture; Natural Science Instruction, Lewis Myrbach, Central high school; School Administration, Edw. F. Marschner, president board of education; Library Department, Henry M. Ut ey, city librarian; Deaf, Blind, and Feeble Minded, Miss Elizabeth Van Adestine, school for deaf; National Herbart Society, Miss Amelia H. Dole, Farrand school; Manual and Industrial Education, J. H. Trybom, director manual training.

A rate for the round trip, of one fare plus \$2.00 membership fee, has been granted by the Central Passenger Association. Tickets will be on sale (outside of a radius of one hundred-fifty miles), on July 6, 7, and 8, and their extended time limit will be September 1, 1901. Other passenger associations will undoubtedly take concurrent action.

For Uniform Taxation.

HARTFORD, CONN.—Members of the nine school district committees have had a meeting to see if they cannot devise some plan by which school taxation can be equalized thruout the city. It often happens that the property on one side of a street is subjected to very different rate of taxation from that across the way. Mr. Howard A. Camp, of the Arsenal district, presented a scheme for increasing the one-mill tax on the city's grand list to a three-mill tax, the amount so raised to be divided among the school districts in proportion to the number of children within school age. This plan would save about \$1,000 on every \$50,000 collected thru elimination of collectors' fees and extra book-keeping. It would allow the districts to retain their independence and, when necessary, to levy taxes for repairs and new buildings.

A committee of five was appointed, two members being attorneys, with power to formulate the plan and bring it before the city legislative assemblies.

Carolina Happenings.

The legislature of South Carolina has caused the state to take a backward step by turning down the Thomas bill which provided for county superintendents who should give their whole time to the work of supervision. It is said that some of the county superintendents now ply their professions of law, medicine, preaching, or farming, and look after the schools as an avocation. The bill would have provided for living salaries in every county of the state, and would have helped to make the professional character of teaching apparent.

Meantime there is a stirring of the educational waters in North Carolina where the public school system is still in a chaotic but promising state. The educational committee of the North Carolina teachers' assembly has prepared a number of recommendations relative to school laws and will endeavor to secure their consideration at the hands of the legislature. They are urging the following items:

That the township trustees employ no teacher until they shall have conferred with the county superintendent relative to her fitness.

That no teacher under eighteen years of age be employed in any public school, a person under this age being prohibited from drawing pay.

They further recommend that teachers be required, at the end of the school term, to file an accurate record of every pupil attending the school, the county superintendent being prohibited from signing a voucher for the teacher's last month's salary until this is properly done.

Every member of a board of township trustees is to be required to visit each of the schools in his jurisdiction at least once in the term.

The county superintendent is to be required to give all his time to the duties of his office, the county board of education having the power to pay him as much as five per cent. of the funds used in the actual running expenses of the schools under his supervision. No person may be elected county superintendent who has not had two years' experience in teaching besides possessing educational qualifications in the way of diploma or certificates.

A number of state supervisors are to be elected by the state board of education with an annual salary of \$1,500 for a term of four years. They will exercise general supervision over the work of the county superintendents.

A College For the Mountaineers.

Rev. James T. Cooter, president of Washington college, Limestone, Tenn., is at present in New York working in the interests of the cause he represents. Washington college is an institution for the education of the young mountaineers of eastern Tennessee. It has been in existence for more than a century, having been founded by the Scotch-Irish pioneers of this region when it was a wilderness infested by hostile Indians.

In accordance with the spirit of the new South, Washington college is seeking to develop along industrial lines. It has recently brought a farm of 145 acres with a flouring mill on it, adjacent to the college, and will endeavor to conduct an agricultural and industrial school.

At present funds are greatly needed to advance this new departure in the work of the college. The sum of \$500 will secure the endowment of a farm scholarship, providing opportunity for some worthy student who is willing to work with his hands an opportunity to earn all his college expenses.

The importance of this work among the illiterate whites of the South can hardly be overestimated. It is safe to say that the negro is getting if not all the attention he should, at least far more attention than the ignorant white people of the mountains. What these mountaineers especially need is education that will fit them to earn a livelihood. The excellent work that Berea college in Kentucky is doing is well-known. Washington college is just starting in upon a similar career of usefulness.

Interesting Notes from Pennsylvania.

Altoona is building a handsome twelve-room school-house. It will be furnished with all the modern improvements, including a thermostat.

The teachers of Logan township, Blair county, held their fourth monthly meeting, at Millville, Jan. 26. At this meeting able and well prepared papers were read by six different teachers on county geography, state geography, and United States geography, as well as nature work with leaves, flowers, and fruits. A very instructive and entertaining paper on "How to Celebrate Washington's and Lincoln's Birthdays," was read by Miss C. O. Long. This paper created a great deal of discussion. One teacher held that the birthday celebration exercises are not educational, but merely informational, and should not be held in the public schools. This view of the subject received very little favor. Those who spoke generally held to the idea that the teacher's business is to develop the mind and furnish it with knowledge or information, and while such exercises may not tend to the highest forms of culture and may not be instructive in a high degree, they are inspirational; the greatest thing a teacher can do for her pupils is to give them inspiration. To breathe in is better than to build on. The Rev. Dr. James, of the First Baptist church, Altoona, delivered a nice lecture on the subject of "Possession and Trust." He showed that a person can do what he pleases with his own property or money or privileges or rights, so long as he does not interfere with the rights of others or of the rights of the property itself. Others have rights, and the property has rights which must be respected. He also explained the full meaning of trust, and held that no one has a right to use a thing entrusted to him for his own use, whether it be money, or privilege, or duty. A person's vote is a trust and it cannot honestly be used for anything but the public good, cannot be sold or bought or controlled by any one but the owner. The lecturer was doubtless correct in the main, tho some of his hearers did not take kindly to Dr. James' statement that the idea of a protective tariff is entirely wrong in principle. Dr. James, be it said, is a Republican.

The teachers of Tyrone and several other towns of Blair county, Pa., will hold a joint institute at Tyrone, Feb. 9, 1901.

The teachers of Barnesboro and several other adjoining districts, held a teachers' institute, Jan. 26, at which live educational subjects were discussed. The schools in that part of Cambria county are all in good condition.

Johnstown has the finest and most convenient high school building in South Central Pennsylvania. It has also a very wide-awake superintendent and a progressive board of education. J. H. C.

New Compulsory Attendance Law.

HARRISBURG, PA.—Mr. Ford, of Allegheny, has introduced a bill, prepared by him in consultation with Supt. Hamilton, of the Allegheny county schools, which is designed to be a substitute for the present unsatisfactory compulsory education law. It provides for the appointment of attendance officers with enlarged powers. Two or more districts may establish special schools for habitual truants. Any incorrigible child may be sentenced by a justice of the peace to any special reformatory school. Every spring the assessors must make a correct list of all children between the ages of six and twenty-one years. The name and address of the employer of any child under sixteen years of age must be given.

Any school district which neglects to enforce the provisions of the law may be denied its share of the state appropriations.

Where there is no public school in session within two miles of any person that person shall be exempt from the provisions of the law.

Must Have Well Trained Teachers.

WEST HOBOKEN, N. J.—"The schools of this place are no longer to be the stamping grounds of a lot of novices in pedagogy," said a prominent member of the school board on the evening when rules were adopted requiring all candidates for teaching to have had professional training in pedagogy, either at the state normal school or in the training course at West Hoboken which has just been started by Supt. Waters.

Stringent regulations have been adopted requiring that all applicants shall have a state or a county certificate, or shall have pursued a course at the West Hoboken training school

after having been graduated creditably at the local high school or some other secondary school of at least equal standing.

County Supt. Murphy, who is a zealous advocate of modern pedagogy, says that this is a long step in advance for West Hoboken.

Book Larnin'.

"Is you still gwine to school, sonny?" asked Uncle Eben of a tall yellow boy with spectacles.

"Yes, indeed."

"I s'pose you knows mo' now dan yo' uncle does."

"About seven or eight times as much."

The reply nettled the old man.

"Go on, sonny," said he. "Git all de all learnin' you can, but you wants ter be kyahful 'bout one t'ing. You doesn' wanten git mo' knowledge dan you has intelligence ter manage it. You wants ter 'member 'bout de educated rag-a-tag."

"What's that?"

"Da's a monkey."

"You mean 'orang-utan.'"

"Da's what I says—a rag-a-tag. He had hah'd times after he done got educated an' went back ter live wif de res' o' de rag-a-tags."

"I don't know that I ever heard about him."

"Co's you nebber. I was jes' gwine-ter tell yer. He lef' home an' went 'way up you whah it's cold, to git educated. He had oatmeal mush foh breakfas', an' pie an' milk foh lunch, an' turtle soup an' roas' beef foh dinner, an' when he got back home he warn' used ter rag-a-tag ways whatsoever."

"While he was learnin' one t'ing an' nuthuh, he come across a lesson 'bout nuts, an' de book say a nut is round, an' hahd on the inside and sweet in the kernel. He learnt it by haht, an' laid it up in his mind."

"By an' by he went back home. An' his family moved into a part o' de country whah all de trees was diff'unt f'um what dey was used to. An' when dey all climb a tree to git supper, he looked aroun' an' he says, "What we gwinter eat?" Case it were a Brazil-nut tree, an' he never seen no Braz l-nut befor'."

"De father rag a-tag, he say, 'We gwinter eat some er dese nuts.'"

"Dem ain' nuts," says de young man rag-a tag. "Nuts is round, an' hahd in de shell an' sweet in de kernel. You better look out whut you go eatin'. I wouldn't touch 'em. Dese aint round. Dese is triangular."

"An' de yuthuh folks dey says dat anybody dat kin use big words, seech as 'triangular,' mus' be mighty smaht. So dey wouldn't eat 'em. An' dey went wifout breakfas' an' dinner an' supper de nex' day an' de nex' an' de nex, an den they was so hungry dey 'low dey was gwinter take chances an' eat 'em, triangular an' all."

"An' dem Brazil-nuts was fine, an' aftuh dat dey didn't pay no 'tention whatebber ter de young rag-a-tag, but made him carry water an' cut stovewood an' rock de baby."—*Washington Star*.

A Remarkable Re-organization.

BALTIMORE, MD.—There is a great deal of mystification regarding the plan concocted by Superintendent Van Sickle and the school board whereby the following marvelous results will be brought to pass:

1. The tax-payers will be saved \$28,000.
2. The pay of no teacher in the service will be reduced.
3. The pay of many will be increased.
4. No efficient teacher will be dismissed.
5. The organization in individual school buildings will be simplified.

The only people who seem likely to complain are the numerous extra principals and assistant-principals—a curious feature for many years in the Baltimore system—who are demoted to the rank of ordinary teachers. Yet even these suffer no financial loss. Henceforth, each school building will have one principal and no more; at present there are two and even three principals in a single building. The work which 146 principals with a formidable array of assissants did will now be done by 124 principals with no assistants.

The financial saving is believed, tho it has not been officially so stated, to be of an actuarial character. The board members have been studying life insurance tables and have learned to work according to the law of averages. About fifty teachers drop out every year; the compensation to the new teachers who will take their places is so arranged as to allow for a great actual saving to the city.

Land for Johns Hopkins.

BALTIMORE, MD.—A movement has been started to help Johns Hopkins out of the financial straits in which it finds itself. Several wealthy citizens, among whom are William Wyman, William Keyser, and Francis M. Jenks, have turned over to the university 151 acres of land in the northern part of the city upon condition that the university raise an endowment fund of \$1,000,000 for the erection of new buildings and improvements. The land thus offered is valued at \$750,000. The university buildings are at present very much scattered and are many of them ill adapted to their purposes.

In and Around New York City.

The next regular meeting of the New York Schoolmasters' Club will be held at the St. Denis, on Saturday evening, February 9. Dinner will be served at six forty-five. The speaker of the evening will be Dr. N. C. Schaeffer, superintendent of public instruction for the state of Pennsylvania. His subject will be "Does Education Pay?" Candidates for membership are: Mr. F. W. Eveleth, principal, P. S. 22, Jersey City; Mr. S. E. Manness, principal, Waverley avenue school, Newark; Mr. Leslie O. Lynch, instructor, P. S. 155, Bronx borough.

The next meeting of the New York Educational Council will be held in Law Room No. 1, New York university building, Saturday, February 16, at 11.30 A. M. A paper will be read by Supt. B. C. Gregory on the "Rationale of Spelling." This will be followed by a general discussion of the subject of "Spelling."

NEWARK, N. J.—In spite of the deadlock, which occurred at the board meeting of January 30, the supporters of Dr. Addison B. Poland, are confident and alert. Dr. Poland, as announced in last week's SCHOOL JOURNAL received twelve votes. Sixteen were necessary to a choice. Dr. Poland was the unanimous choice of the special committee on nominations and it was something of a surprise when it was found that his supporters in the board at large were not in a majority. It is believed that the deadlock will be broken at the next meeting.

Teachers Fighting for Their Rights.

In protest against those sections of the report of the charter revision committee which recommend that the power of deciding how much money shall be spent be lodged with the board of estimate, the heads of the various teachers' associations have united in issuing a vigorous defence of the Davis law. A concise history is given of the various attempts at the regulation of salaries previously to the passage of the Davis bill. It is shown that prior to July 14, 1797, a grade teacher had to get sixteen promotions before she could attain a salary of \$720 a year; oftentimes a woman worked faithfully for twenty years before arriving at that moderate salary. In 1897 the board of education adopted a resolution that no teacher after fourteen years of service, should receive less than \$750. Then came the Ahearn law which fixed minimum salaries for stated periods of service—the legality of which law was questioned by Controller Coler who held up the salaries of teachers while a decision was pending. Finally the Davis law was passed; how satisfactory it has proved is shown by the fact that among its strongest friends to-day are school officials who were adverse to it before its passage. Teachers are agreed that it is the fairest and best law they have ever worked under and are circulating numerous petitions to legislators.

A good example of the smooth working of the Davis law is seen in Queens borough where in 1899 the board of education was constrained to petition the boards of other boroughs not to give positions to the recalcitrant teachers of Queens. The spirit of restlessness has now disappeared. As Pres. Matthew D. Quinn, of the Queens' Teachers' Association, says in his petition to Mayor Van Wyck:

Since the enactment of the Davis law, we have not been involved in litigation to enforce the payment of our salaries as formerly.

We are not obliged to pay any part of our salaries to defray the expense of law suits.

We have not been obliged to appeal to the legislature to provide by special act for the payment of contract salaries due us.

For the first time since consolidation we are receiving our salaries regularly and in full.

We are no longer in suspense as to the result of pending legislation or law suits affecting our interests

What the Davis Law Is.

A great deal of violent criticism has been expended upon features of the Davis law that are not in it at all. It was, therefore, a good idea to give in the report a synopsis in plain language of the provisions of the law. The features are as follows:

A general fund for salaries of teachers and supervisors.

A special fund for other school expenses.

The controller is to turn over moneys from time to time.

The board shall transmit to him duplicate vouchers for every expenditure.

The board of education shall present a budget to the board of estimate to approve, but the board of estimate must not cut the general fund below an amount equal to four mills on each dollar of taxable property.

What surplus of this general fund is unexpended must be devoted to the reduction of taxation.

The general fund must also be reduced by the moneys paid the city from the state educational fund for teachers' wages.

The general fund shall be apportioned to boroughs according to number of teachers and attendance of pupils.

The board of education shall have power to fix salaries within the limits stated.

Salaries shall be regulated by merit, length of service, experience, and class-grade.

Salaries shall be uniform thruout the city.

The salaries shall increase by not less than certain increments each year up to a certain number of years.

This increase is regulated by certain judgments as to fitness made by borough superintendents and principals.

A board of examiners decides value of outside experience.

No salary is to be reduced merely by the operation of this act.

Each person is to receive at once the salary of his grade and experiences, if decided fit.

Teaching Dull-Witted Boys.

Altho New York is not on a par with Chicago in its provisions for looking after backward children, the dull of wit are by no means forgotten. A writer in one of the evening papers gives an interesting picture of the ungraded class at Dr. W. L. Ettinger's public school, No. 1.

"The work of this class is in charge of Miss Elizabeth Farrell. As you go upstairs, you find in the now deserted assembly hall a group of boys doing more or less work under the direction of a young woman with a very quiet voice. There are about thirty of these little fellows—a thoroly unpromising lot. The most noticeable thing about them is the narrowness of the space between the eyes, the abnormally high foreheads, and the badly correlated movements. Most of these children are habitual truants. They take to the streets because, as one of them expressed it, "they must, they don't know why."

Miss Farrell's system of discipline is based upon the theory that these boys are not at fault for their shortcomings. They are victims of disease. Consequently less is demanded of them than of normal children. If she succeeds in leading them to little acts of self-control, she is well content.

These boys cannot focus their attention for any length of time upon one subject. Lessons have to be changed with great frequency. If a boy does not sit still in his seat, it is understood that he cannot—such a child is promptly set to work whittling a stick or doing something else of a manual nature. Punishment of every sort is barred out. This is a hospital, not a prison. Rewards, however, are not excluded. Experience has shown their value in dealing with the insane. There is an honor roll, and it is made very easy to get upon it. Encouragement does wonders with the weak-witted.

Promotions occur every now and then. Six were promoted in January, five in November. This is considered very satisfactory. Most of these unpromising cases eventually yield to kind treatment.

In Honor of Supt. Gilbert.

NEWARK, N. J.—Reason feasted and soul flowed at the complimentary dinner to the retiring superintendent, Jan. 31. Over one hundred prominent educators and school board officials were in attendance.

An address of congratulation to Mr. Gilbert upon the accomplishments of the past five years was made by Pres. A. G. Balcom, of the Newark Principals' Association. After speaking of the evidences of material progress, Mr. Balcom said: "The most important feature of this superintendency is the effect it has had upon the teachers themselves. Educational experts, who have visited Newark during the last two or three months have pointed to our system as being in many respects without a parallel in the United States. There is an added spirit of freedom in the classes between pupil, teacher, and principal."

The president of the Newark board of education, Mr. Charles E. Hill, then followed with a talk on "The Administration of Schools." A humorous element was introduced when one of his audience asked: "Did you ever hear of book agents?" Mr. Hill took up the cue promptly and gave an amusing exposition of the troubles attending the introduction of a new book.

Prin. Charles H. Gleason, of the Summit avenue school, caught the fancy of the party with his discussion of "The Relation of Superintendent and Principal." He rightly characterized the outcry against fads as coming from people who consider their whole duty to the schools performed if they ask once a month: "Well, Lizzie, what have you learned at school to-day?" "Cutting the animals of South Africa," is the child's reply. Monstrous, thinks the parent; they do nothing but play at school these days. That is the beginning of a crusade against fads.

Prin. David B. Carson, of the Elliott street school, spoke on "The Ideal in Education," and after him Dean Edward R. Shaw, of the School of Pedagogy, discussed "Educational Progress."

In reference to the present situation in Newark, Dr. Shaw said that unless Newark secures the services of a man of broad experience, with a national reputation, the work that has thus far been accomplished is likely to be of little avail; it is hard to progress, easy to retrograde.

Finally Prin. Augustus Scarlett, of the South Eighth street school, presented Mr. Gilbert with a handsomely bound set of engrossed resolutions. In accepting them Mr. Gilbert protested that it is harder for him to listen to praise than to abuse, tho he welcomes the praise as an indication that working together thru hardships has cemented strong friendships. One thing he wished to counsel in departing: His successor ought to be faithfully supported and one frightful "fad" ought always to be avoided,—the fad that any old thing is good enough for a child. Nothing is too good for a child that God has made.

New England Notes.

BOSTON.—Mr. Arthur L. K. Volkman has purchased a lot of 11,000 feet on Newbury street, in the Back Bay section, upon which he will at once erect a building for a private school to accommodate 140 pupils. The building will have an extension to be used as a club by the boys, with a gymnasium and a yard to be used for basket ball and similar games. The plan of the school will be to give the best modern training by means of library, physical, biological, and chemical laboratories; and special attention will be given to the physical and moral development of the boys.

The school of theology, Boston university, has issued an appeal to its friends for such an increase of the endowment as will furnish income adequate to the enlarged work demanded by present conditions. This statement shows the remarkable growth of the school during the last twenty-eight years. The present income amounts to \$7,500 while the expenses are \$24,000. Friends are asked to give a sum the income of which shall be sufficient to meet all needed expenses.

The twenty-eighth annual dinner of the Brown Alumni association of Boston was served at Young's hotel, Jan. 29. College songs were sung, old classmates renewed the memory of former days, and the occasion was in every way one of rejoicing over the putting of the old university upon its feet thru the increase of its endowments by a million, completed last commencement. Pres. Faunce spoke of the work of raising the endowment, and of those who aided in bringing the effort to a successful issue, and particularly of the cheer which came to him when Mr. Chester W. Kingsley went to his office at a time when success seemed questionable, and said that he wanted to make a contribution of \$25,000 to the fund. Pres. Faunce said that the best thing about a college is that which makes its peculiar atmosphere. This is determined in part by its faculty. The old time professor who could teach everything about equally well is no more, but now the faculty is a group of specialists, men who are giving a lifetime to the study of some one department of knowledge. It is also determined in part by the students. Here modern athletics has a large part in fixing the tone.

Prof. Henry B. Gardner spoke in behalf of the faculty, but he made his address a plea for the means to enlarge his department, that of social and political science, so that it can do work commensurate with the importance of the subject to twentieth century life. Hon. John H. Stiness, chief justice of the supreme court of Rhode Island, paid a glowing tribute to some of the past professors of the university. He said that Professors Lincoln and Harkness, by their own class-room teaching, and by their published text-books, had taught more men than any other professors in this country.

WINCHESTER, MASS.—Mr. George P. Fiske, of Wallingford, Conn., has been chosen principal of the new grammar school to occupy the fine brick building now nearly completed, and he is to begin his work on March 1. He is a native of Medfield, graduated from the Hyde Park high school in 1890, and from Amherst college in 1894. He taught in Vermont for a time, and in 1896 he became assistant in the Winchester high school. In January, 1899, he was chosen principal of the Wallingford high school.

Mr. H. C. Sanborn, principal of the Naugatuck high school, has won the Jacob Sleeper fellowship of \$500, awarded by the faculty of the College of Liberal Arts, Boston university. This is a reward for success in philology and philosophy since graduation, and it furnishes him a year's study at Heidelberg. He is a native of Winchester and was graduated in 1896.

WESTFIELD, MASS.—Miss Clara Mitchell, of China, Me., visiting an employe of the boarding hall of the state normal school, was taken ill with diphtheria January 31. The building was quarantined at once, and all the students left for home. This forces the closing of the school for a time. None of the students are believed to have been exposed.

NEW HAVEN, CONN.—At its mid-winter meeting, the corporation of Yale university ratified the changes made by the faculty in the curriculum. These are not radical, but are really the culmination of the changes commenced last year. By adding one or two studies to the list of electives for the sophomores, and by giving rather more credit to work done in the summer than hitherto, it now is made possible for a student to win his degree in three years. It also gives increased facilities for combining the last year of the college course and the first year of professional study.

CONCORD, N. H.—The Dewey school, at the West End, was dedicated January 31. The exercises included an address by Rev. Harry P. Dewey, D.D., of Brooklyn, N. Y., formerly of Concord, in whose honor the school was named, and the presentation of a flag to the school by Mrs. James Minot.

NEW HAVEN, CONN.—The court of common council has passed a resolution providing that only union labor shall be employed in the erection of the school buildings which are now projected. The legality of the decision is still in question, and it is thought that when the order is delivered to the board of education a test case will be made.

Interesting News from Everywhere.

SACRAMENTO, CAL.—A bill has been introduced into the lower house providing that in schools which have more than two teachers, beginners shall be taught by teachers who have had at least two years' experience, or by normal school graduates or graduates of the University of California or Leland Stanford, Jr., University who have received recommendations to teach. In cities, such teachers shall rank in point of salary with those of the first grade.

JEFFERSON CITY, MO.—The Holland bill, designed to change the present method of electing school directors in St. Louis has gone to the ways and means committee for consideration. There is intense opposition to it among prominent educators of St. Louis, including Chancellor Chapin and those professors at Washington university who are also on the school board.

CHARLESTON, WEST VA.—A bill to increase the state school tax from ten to twenty-five cents on the \$100 has been defeated in the senate by a margin of two votes after a bitter fight. The advocates of an increase tried to secure a compromise on fifteen cents, but failed.

SIOUX CITY, S. D.—South Dakota needs 1,000 trained teachers every year, says State Supt. Collins in his annual report. Local sources, the various colleges, and training schools, furnish only about 300 of this number, so that the problem of getting teachers has become serious. If only the scale of salaries could be raised thruout the state, says Mr. Collins, there would be some inducement for good teachers to come in from other states. As it is, good teachers are hard to secure.

The Chicago board of education is undeniably American. It believes heart and soul in the American dainty. A petition was presented the other day from pupils and teachers of the Englewood school to increase the lunch hour from twenty-five to forty-five minutes, under the plea that cold pie, ice cream, soda, and pickles are proving detrimental to the health of the pupils. The board granted the petition, but nearly every member entered his demurrer against the unjust reflections cast upon pie. As President Harris expressed it, "We want it understood that the passage of this resolution will in no way express our disapproval of that article of diet."

Dr. G. T. Angell, president of the American Humane Education society, Boston, offers a prize of \$100 to any college or university student in the United States for the best plan for carrying humane education into our colleges and universities. Plans not to exceed two thousand words must be in the hands of Dr. Angell on or before March 7, 1901. Further particulars can be had by writing to Dr. Angell.

WASHINGTON, D.C.—The hymn and the singing of hymns will continue to be a part of the opening exercises of the schools. In view, however, of numerous protests from parents who object to anything savoring of Christianity in the school course, the board of education has decided to exempt from participation in these exercises all children whose parents enter any objection.

FORT WAYNE, IND.—The school board has decided to build a new high school to cost \$100,000. Their decision is contingent, however, upon their getting permission from the state legislature to issue 3 1-2 per cent. bonds to cover the cost of construction.

HARRISBURG, PA.—State Treasurer Barnett has paid to eleven school districts of Lehigh county their full share of the 1900 state appropriation on the basis of \$5,500,000 annually. It will be remembered that Governor Stone cut the appropriation down to \$5,000,000 and that the suits brought by school districts for recovery have been uniformly successful.

JOPLIN, MO.—The schools will have to close on the last Friday in March unless financial assistance of some sort is forthcoming. The growth of this city on account of the opening of new zinc mines has been so rapid that the schools have not been able to keep up. The enrollment is beyond 5,000, with prospects for a large increase next year. There are eighty-five teachers in the system; at least fifteen more will have to be employed when the schools resume.

BINGHAMTON, N. Y.—Altho the movement in favor of an elevator in the high school has apparently failed, it is understood that the subject will not be dropped. A great many parents who object to compelling their children to climb long flights of stairs are determined to give them a lift.

TRENTON, N. J.—Governor Voorhees has appointed the following gentlemen as members of the state board of education: Otto Crouse, seventh district, four years; Francis Scott, fifth district, four years; James L. Hayes, sixth district, five years; Samuel St. John McCutcheon, third district, five years.

ALBANY, N. Y.—Most of the public school principals who were transferred last year will be restored to their former charges. The change will affect ten schools. This is believed to be the forerunner of other and more radical changes.

TRENTON, N. J.—Perhaps as a means of side-tracking the scheme for a normal school at Newark, members of the legislature are introducing normal school bills galore. Senator Marks has a bill for one at Jersey City, to cost \$300,000. Senator Francis is about to introduce a bill for a state normal school at Long Branch. Another bill is said to be in preparation for a school at Hoboken. Senator Stokes has just offered a resolution favoring Millville. Two others are reported to be in sight. All told, an avalanche of normal school bills is portended.

LAWRENCE, MASS.—Mr. Jeremiah E. Burke has been unanimously elected permanent secretary of the board of education as well as superintendent of schools.

CROMWELL, CT.—This town is going to have a good brick school-house. The board had determined to build a \$12,000 frame school building, but certain public-spirited citizens were so anxious to have a brick structure that they made a proposition to the board to raise \$3,000 by subscription if the board would appropriate the sum of \$15,000 instead of \$12,000. The offer was accepted and a brick school-house is now assured.

BUTTE, MONT.—All city school property has been advertised as for sale, on account of delinquent taxes. The tax amounts to \$128 and is due on the street sprinkling account. The board of education will continue to resist payment and the schools will continue to run until a purchaser appears.

SNOW HILL, MD.—The teachers of Worcester county have secured a revision of the school course which will be lengthened to eleven years in place of ten.

TOLEDO, O.—At the eleventh annual meeting of the state boards of health, the heating and ventilation of the new Toledo high school, which was built at a cost of \$200,000, came in for some vigorous scoring. The heating is so bad that in many of the rooms it has been impossible to keep school during a great part of the current winter, despite the prevailing mildness of the weather.

NEW HAVEN, CONN.—Five physicians have volunteered their services as medical inspectors. The city has been divided into ten districts, so that each inspector will have two districts.

The will of the late Benjamin D. Silliman, who died recently in Brooklyn, leaves \$100,000 to Yale university of which he was the oldest living alumnus. A bequest is also left to Columbia to found a professorship.

CINCINNATI, O.—The school authorities are trying to devise some means by which the Cincinnati Technical school may be incorporated into the system of free high schools. The sum of \$100,000 has been promised for the school. Dr. Boone is in hopes that these subscriptions may be paid in even if the school becomes a part of the public school system.

BURLINGTON, VT.—An extension to the new Adams street school is under way. Plans and specifications are to be issued shortly.

Basket-ball games in the high school of Chicago, to which admission is charged, have been forbidden. The board of education has no objection to the game of basket-ball, but there are grave objections to turning it into a money-making scheme.

EAST ORANGE, N. J.—Architect Hobart A. Walker has submitted plans for a proposed addition to the Elmwood school. No action has yet been taken.

HOLYOKE, MASS.—The school board budget calls for \$179,000—\$2,000 more than last year's appropriation. A cut of \$1,000 in the appropriation for evening schools is included. To the average person this appears to be a great mistake, for there is a crying need for evening schools in a great manufacturing city like Holyoke.

SPOKANE, WASH.—Two new training schools have been opened by Supt. J. F. Saylor. Both of these, the kindergarten training school and the grade cadet training school, are to be directed by Miss E. Maud Cannell, lately of Teachers' college, New York. Miss Cannell will be assisted by a very strong faculty.

DAVENPORT, WASH.—Miss Alice Neal has been appointed to fill the vacancy in the office of county superintendent, caused by the resignation of Mrs. Lena Burris. Miss Neal has been teaching in the primary department of the Davenport schools for the past two years, and has made for herself a very enviable record.

"Children," said Aunt Mary, you have a new little brother. He came this morning while you were asleep."

"Did he?" exclaimed the eldest. "Then I know who brought him."

"Who was it?" asked Aunt Mary.

"Why, the milkman, of course. I saw it on his cart 'Families supplied daily.'—*Tit-Bits*.

SCHENECTADY, N. Y.—A commission appointed on the high school site condemnation has set a value of \$19,000 upon the well-known Mynderse estate. If the proceedings are allowed to stand, tho there is talk of an appeal, the new building will be commenced at once.

INDIANAPOLIS, IND.—Senator Ball, of Delaware, has prepared a bill providing for the transfer of the Eastern Indiana normal school at Muncie to the state. The plant includes ten acres of land and buildings that will accommodate 600 pupils. In return for the gift the state will be expected to support the institution.

NUTLEY, N. J.—There is trouble between the Franklin board of education and the heirs to the Stager property in the northern portion of Nutley. The school trustees offered \$1,500 for the site some time ago, and, according to their claim, the offer was informally accepted. The Stager heirs, however, have lately got together and agreed to raise the price to \$2,000. The trustees say that rather than pay the extra price they will resort to condemnation proceedings.

TRENTON, N. J.—Mr. Bacheller's bill, which will enable the city of Newark to borrow money in anticipation of taxes to keep the schools open until the next annual appropriation becomes due, has been passed. This means that the city may borrow money on temporary loans to meet running expenses for school purposes when there is a deficit in the funds.

The University of California has just issued the first report since Dr. Benjamin Ide Wheeler became its president. It is now the second university in the United States in undergraduate attendance (1895), and the fifth in total enrollment (3,226). The summer school of 1900 was second only to that at Harvard. California is growing more rapidly than any other American university. In ten years the number of students has quadrupled, but during the same time, because tuition is absolutely free, its income has grown only seventy per cent.

WORCESTER, MASS.—The committee on school-houses of the school board has been looking into the heating plants of the system and has reported that the hot-air arrangements in many of the schools are very defective. They have found also that it costs a great deal more to heat school-houses by hot air than by steam. There are two buildings adjacent to each other and cared for by the same janitor. One contains six rooms and the other ten rooms. The smaller building, which is heated by hot air, needed ninety tons of coal in 1900; the larger, which has a steam plant, needed only sixty tons. The hot-air plants are expensive to install and to operate.

The committee expresses the opinion that not one of the new school houses, about which there have been complaints, would be cold were it not for the hot-air system. It is not thought that poor construction is anywhere responsible.

DES MOINES, IA.—The West Des Moines consolidated school district is confronted with the proposition to spend \$95,000 on new school buildings and improvements. Such a sum is raised with difficulty, and the school board is about to submit to the voters of the district a plan for laying aside each year a definite amount of money, say \$25,000, charged up against the school building account. It is shown that this plan will save anywhere from ten to twenty per cent. in a term of years, and will mean less of a strain upon the tax-payers because the burden will be distributed.

TERRE HAUTE, IND.—A meeting of the county school superintendents of the state took place January 23. It was held behind closed doors and no press report was given out. It is said, however, that the proposition to establish by legislation a scale of wages for teachers was one of the subjects of discussion and that the other was the bill recently introduced into the legislature providing that the election of county superintendents shall be by the people and not by the township trustees. It is understood that the opposition to the scheme of popular election was almost unanimous.

Recent Deaths.

NEW HAVEN, CONN.—Prof. Edward Elbridge Salisbury died February 5, in his eighty-seventh year. He was born in 1814 and was graduated from Yale in the class of '32. After studying theology at Yale for three years, he went abroad for special study in oriental languages. In 1841 he was elected professor of Sanskrit and Arabic at Yale. In 1854 he gave up the department of Sanskrit to Prof. William D. Whitney, providing the endowment out of his own means; the department of Semitic languages he continued to direct until about twenty years ago when he retired from active teaching.

MEDFORD, MASS.—Prof. John Potter Marshall, who was the only surviving member of the original faculty of Tufts college, died February 5. He was born at Kingston, N. H., in 1823, and was graduated from Yale in 1844. For a time he served as principal of the Lebanon, N. H., Liberal institute and later as principal first of the Danvers, Mass., high school, and then of the Chelsea high school. When Tufts was founded, Mr. Marshall was selected to organize the department of natural science. As the college grew, he secured capable assistants retaining for himself the department of geology.

Notes of New Books.

A tour of blackboard inspection shows that the average teacher minimizes the value of her boards. There is no need of recounting the dismal acres of "sums" and columns of spelling that confront the children all day and every day. When our pupils grow up we complain that they don't know how to decorate their walls.

Whatever be the righteous demands of orthography and arithmetic upon blackboard space, the discerning teacher has other uses for it as well. If we stop to think of it, the blackboard is a very large half of the grade teacher's paraphernalia by which she must conduct her work.

There has been a great deal of talk about the desirability of the teacher's power to draw. There has been very little practical aid offered toward this end. Miss Heffron's new book, *Chalk Modeling*, goes a long way toward filling this distinctly felt want. Altho by intent the book confines itself to geographical drawing, the bulk of the numerous illustrations will be deeply stimulating and suggestive to teachers of other subjects and in all grades. It is a revelation of the possibilities of crayon and blackboard in the hands of *any who have courage to try*.

One of the most important topics dealt with is the drawing of relief maps with that semi-pictorial effect which makes the mountains stand out from the valleys. While Miss Heffron is not the pioneer in this trick of the chalk she has greatly improved upon all previous work in this direction. Many of the maps shown are by her pupils (at Col. Parker's school) and are definitely superior to the best work in the modern geographical text-books. Every teacher who has blackboards in her room should have *Chalk Modeling* on her desk. (Educational Publishing Company.)

WALTER J. KENYON.

What has especially pleased the present reviewer in *Outlines of Roman History*, by Dr. William C. Morey, is the fact that a chapter of sixteen pages is given over to the "Gifts of Rome to Civilization," and that in this chapter is an appreciation conclusive, tho somewhat too concise, of the importance of Roman law. Not one pupil, in five hundred, who has studied Latin six or seven years and has had a year or two of Roman history gets any conception of the place of Rome in the history of civilization. Roman law, in particular, is supposed to be a study fit only for law students; the average high school student does not know that there was a science of Roman law or that it conditioned all subsequent history.

Prof. Morey has in this, as in many other ways, given an inkling of the essential features of Roman history. He has traced, in a graphic manner, the steps by which the Roman dominions were extended. The wars and conquests are all set down, but they are not allowed to monopolize the students' attention. The author does not wish to leave the impression that the Romans did nothing but fight. The illustrations are attractive. Special attention is given to pictures of Roman architecture, the branch of art in which the Roman achieved his greatest triumphs. There are also numerous portraits reproduced from busts and statues. (New York: The American Book Company.)

Murillo will always be the most popular of Spanish artists, at least with the layman. There is a sweetness and gracefulness in his manner which makes him the ideal of the average lover of pictures. He is very sympathetically appreciated in Miss Estelle M. Hurl's *Murillo*, the December issue of Houghton, Mifflin & Company's Riverside Art Series.

Miss Hurl's style is simple enough for a child to understand, yet with just enough subtlety to charm the more literate adult. Her interpretation of the pictures is much better than the merely literary person can be trusted to produce; it will in many particulars please the professional artist,—especially by its freedom from the conventional art jargon.

Fifteen pictures are shown in the book. As an aid to young people, who wish to study into Murillo's times, there is an historical directory. A pronouncing vocabulary of proper names is another excellent feature. (Boston and New York: Houghton, Mifflin & Company.)

Correlation into the study of English is a most important desideratum in a beginner's Latin book. In her little book *Easy Steps in Latin*, Miss Mary Hamer, of the Taunton, Mass., high school, has introduced exercises, from the very start, which will be of great value in enlarging and ennobling the young students' English vocabulary and in enhancing his appreciation of literature. So far as the Latin itself is concerned the little book is of the abbreviated type that is now demanded in the schools. The memoriter portions are clearly defined.

The exercises for translation are short. It is not intended that any single lesson shall require more than one hour of study and thirty minutes of recitation. In this respect the book is admirably adapted to work in the upper grammar grades as well as in the first year high school. (New York: The American Book Company.)

The Chautauqua Literary and Scientific Circle was organized at the Chautauqua summer assembly in 1878. Its purpose is to provide a systematic course of reading in history, literature, science, and art. It secures to those who have been denied college opportunities the college student's general outlook upon the world and life. It also gives college graduates an opportunity to review the studies of earlier years. The circle is not a college either in its courses of study or its methods. But its influence in thousands of homes has been to awaken an interest and enthusiasm in the higher education among young and old.

A regular four years' course is provided, each year being distinct from the rest. The member does not bind himself by any pledge. The individual reader may pursue the entire course alone, but circles of three or more are recommended. These circles or clubs hold weekly meetings and pursue regular programs of readings, discussions, papers, etc. Over forty supplementary courses are provided for special students. A monthly magazine called *The Chautauquan* is published with readings, notes, programs, and announcements. *The Chautauquan* is considered by many to be unsurpassed for contents of current interest and for permanent literary, educational, and historical value. Special review outlines are given in the books and required readings. Twenty minutes a day will cover the required reading, and the total expense entailed amounts to \$5.00 a year, less than fifteen cents a week for a period of nine months. A diploma is awarded at the end of the four years' course, and seals are bestowed for written review work and for extra reading. The advantage of a systematic plan of study if apparent to any one who has had occasion to compare the results of a year of desultory reading with the outcome of a twelve-month in which the books and magazine articles read, whether few or many, have been chosen with a definite aim in view.

The general subjects of the Chautauqua four years' course are as follows:—1900-1—French history and literature, Greek lands and letters, World politics of to-day, Psychology. 1901-2—German and medieval history, nature study, Roman and Italian life and art. 1902-3—English history, literature and art; Nineteenth century history, geology. 1903-4—The expansion of the American people. Socialism, nature study, American literature.

By a selection of historical studies made up from the leading ancient and modern nations and relating to them, systematic readings in science, literature, art, and practical life, a comprehensive view of world development is offered which supplies the fundamentals of a general education. Our academies and colleges are doing much for higher education, but it is only the few comparatively who can avail themselves of the opportunities which they offer. Chautauqua gives to every-day people the opportunity to enjoy the advantages of an education beyond that furnished by the common schools, and brings the facilities for self-culture to the family fireside.

The C. L. S. C. course for this winter is of unusual interest. The four required books newly edited and illustrated are: *The French Revolution*, by Shailer Mathews, University of Chicago; *Grecian History* (fully illustrated) by James Richard Joy; *From Homer to Theocritus*, by Edward Capps, University of Chicago, and *The Human Nature Club*, by E. L. Thorndike, Columbia university.

These books are prepared by specialists and in a style suited to the needs of the general public. Many have never had a chance to study the classical literatures. In volumes like from *Homer to Theocritus*, for instance, one gets the cream of ancient literature without the long and tedious method of studying the language. The excuse of a want of opportunity to secure culture will not hold good when such books as these bring it right to one's door. (The Chautauqua Press, Cleveland.)

Physical Culture (Primary Book), by B. F. Johnson, is a little volume of much practical value. It not only tells how exercise may be obtained without apparatus in the school-room, but gives such information about the care of the body as everybody ought to possess, and the earlier the knowledge is obtained the better. The author dwells on the necessity for the cleanliness that is next to godliness. Numerous illustrations are scattered thru the book. In every way it is of superior quality, and many teachers will doubtless find it exactly suited to the needs of their schools. (B. F. Johnson Publishing Company, Richmond, Va. Price, \$0.25.)

Ancient and Modern Language Texts.

By PROF. PAUL GRUMMANN, University of Nebraska.

Madame Therese par Erckmann-Chatrian, edited by C. Fontaine, B.L., director of Romance language instruction in the high schools of Washington, D. C. As one of the texts recommended by the Committee of Twelve, the present edition needs no further recommendation. While the author gives occasional foot-notes on textual difficulties, the vast majority of idioms are treated in the general vocabulary at the end of the book. A map of the Palatinate, Alsace and Lorraine accompanies the text. (American Book Company, Price, \$0.50.)

Cornelius Nepos, Twenty Lives, edited by John Edmund Barse, Latin master in the Hotchkiss school. The editor has taken great care to prepare a thoroughly useful text. The notes, which are adequate, contain reference to all recognized Latin grammars. Numerous maps and illustrations serve to make the subject matter intelligible and interesting. The historical introduction is brief and exact. Twenty-five pages of paraphrases of the Latin text offer abundant material for composition work. Seventy-three stem-groups prepared by the author will call the teacher's attention to a part of the work which is too often neglected in class-rooms. (New York, The Macmillan Company. Price, \$0.90.)

The Elements of Latin, by William R. Harper, Ph.D., D.D., LL.D., president of the University of Chicago, and Isaac B. Burgess, A.M., the academy of the University of Chicago. The book is the outcome of criticisms passed on the "Inductive Latin Method" of the same authors. It has been deemed advisable not to begin with Cæsar immediately, but to devote sixteen lessons to the elucidation of grammatical principles involved in Cæsar's language. A most commendable departure from the earlier book will be found in the reading matter chosen. Instead of taking the text in the order in which it occurs, the authors have chosen only such passages for reading as are adapted to the advancement of the pupils. New words are constantly compared with words already mastered. (New York, American Book Company. Price, \$1.00.)

F. Berger's French Method, by François Berger, Chevalier de la Legion d'Honneur. The author, after a severe arraignment of the methods of Dr. Rosenthal (Meisterschaft), Stern, and Berlitz, offers his own method as one by which Americans may "vite et bien" master French conversation and pronunciation. It must be admitted that the method which is presented does not lack good features, but the little treatise is utterly inadequate. The phonetic key is nothing more than a general hint to the student and the grammatical part is so fragmentary that the book is practically useless unless the learner is assisted by a thoro teacher or has some accepted grammar at hand for reference. The author attempts to give a substitute for the object lesson by giving pictures which are to be discussed in French. All French reading matter is accompanied by a literal English translation, the plan being to have the pupil translate from French into English and *vice versa* by

the aid of the same. French questions are appended to each reading lesson as a basis for conversational work. The selections are all on practical subjects, a matter in which the author has shown good judgment. The author claims too much for his work, a failing quite common to authors of popular language methods. (F. Berger, 853 Broadway, N. Y.)

Foundations of French, arranged for beginners in preparatory schools and colleges, by Fred Davis Aldrich, A.B., master in modern languages, Worcester academy, and Irving Lysander Foster, A.M., instructor in Romance languages, Pennsylvania state college. The authors have succeeded in giving the grammatical principles necessary for the high school students in 136 pages. In addition to the grammar, each lesson contains an English-French translation exercise and a conversation exercise. Frequent review questions emphasize the important points of the grammar. An appendix which has been carefully prepared, gives additional help on the grammar of the language, special stress being laid on irregular verbs and verbal constructions. An index to words and a general index to the grammar are features which are worthy of imitation in modern language texts. (Boston, Ginn & Company.)

Elements of Spoken French, by Maurice N. Kuhn, tutor in French in Harvard university. (Cusachs-Kuhn Series.) In twenty lessons the main difficulties of French pronunciation are presented by the author. At the beginning of each lesson there are general rules or principles, which are stated both in French and in English. Following these there are lists of words which illustrate the principles set forth, and at the close is found a longer reading exercise. The appendix contains some helpful French-English sound equivalents, an index to spelling, and a table of sounds. The general vocabulary contains references to the principles of pronunciation evolved in the book. The text is intended for supplementary use and deserves recognition. (American Book Company. Price, \$0.50.)

Melie, edited by François Berger. This charming little story by Jules Lemaitre is edited together with a literal English translation as reading matter, which is to be studied according to the author's method, which has been outlined above. (The French Academy, 853 Broadway, N. Y. Price, \$0.12.)

A German Reader, with Notes and Vocabulary, by Howard Parker Jones, Ph. D., associate professor of German and French in Hobart college. (Twentieth Century Text-Books.) The author, in a general way follows the plan of Hewitt's German Reader, offering easy, short selections of prose, somewhat longer selections of an historical nature, representative poems, longer prose selections and some pages of dramatic dialog. Instead of printing the notes at the end of the book, the author has placed them at the bottom of each page of text. If the teacher could supply his pupils with copies of the plain text for the recitation, and reserve the book for preparation, this plan might deserve approval. The vocabulary is carefully prepared. Both the long vowels and the accent are marked. (D. Appleton & Company, New York. Price, \$1.00.)

Literary Notes.

Kant on Education, a new volume in Heath's Pedagogical library, will appear shortly. This is a translation of the philosopher's *Ueber Pädagogik*, by Annette Churton. A suggestive and timely introduction to the volume has been written by G. A. Foley Rhys Davids, pointing out the exact contribution which Kant has made to pedagogy. A running marginal index has been provided which represents the first attempt that has been made to present Kant's great work in English.

It is said that the "Remarkable American" whom Professor F. N. Thorpe celebrates in the February *Century*, is the late Dr. William Pepper, Provost of the University of Pennsylvania. As physician, organizer, and administrator Dr. Pepper was one of the most resourceful and successful Americans of the nineteenth century. A bronze statue was erected in 1899 amid the group of public buildings in Philadelphia which owe their existence to his efforts.

Mrs. Gilbert, now eighty years of age and acting with the Lyceum Company, began her "Stage Reminiscences" in the February number of *Scribner's*. Set down

just as she told them to her friend, Mrs. Charlotte M. Martin, they reveal all the vivacity, humor, and kindness which people have always associated with that actress. The first installment has to do mainly with Mrs. Gilbert's early life in America, in pioneer theaters of Western cities.

Mr. Booker T. Washington's autobiography is attracting widespread interest. The installment in the February magazine number of *The Outlook* contains the address made by Mr. Washington at the opening of the Atlanta exposition, when for the first time in Southern history, a negro spoke as a representative of negro enterprise and negro civilization in a great public meeting, managed and controlled by white people.

Clinton, N. Y., is a town with a double interest. It is the seat of Hamilton college, the college of Charles Dudley Warner and many other honored men. It is also "The First Village Founded by New Englanders on Their Way Westward." Under the first aspect it was written up by Mr. E. P. Powell, one of its most enthusiastic sons, in a recent number of the *New England Magazine*. Under the latter aspect and title it is treated, in February number, by the same loving hand

Mr. Powell is so well known to readers of THE SCHOOL JOURNAL that it is needless to say his articles are of great interest.

Irving Bacheller, author of "Eben Holden," is to have a novel in the *Century*. It is a border tale of 1812. Two types of the men who have helped to make America are set forth in it; one, a Northern Yankee, quaint, rugged, and wise; the other, a man who has the hardy traits of a Puritan, with the romantic temperament of a Cavalier. The scene of the story is in the neighborhood of Lake Champlain; the title, "D'ri and I." It will begin in the March *Century*.

Mardi Gras, New Orleans, February 18, 1901.

The Southern Railway will sell, for this occasion, round-trip tickets, Washington to New Orleans, at one fare for the trip. Tickets on sale February 12 to 18, good to return until March 7. Three daily trains, New York to New Orleans. Only line operating thru Pullman and dining cars. For full particulars call on or address New York offices, 271 and 1185 Broadway, or Alex. S. Thweatt, Eastern Passenger Agent 1185 Broadway, corner Twenty-eighth street.



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A Great Bell Foundry.

One of the world's greatest bell foundries is located in Baltimore, Md., the property of the Henry McShane Manufacturing Company. It is now somewhat more than half a century since the first McShane bell was cast. Since then this foundry has completed 10,000 single bells and hung 270 peals and 70 chimes—more than 12,000 bells in all. Of all these sales, every purchaser was more than satisfied and each of them commends the McShane bells. All McShane casts are of new ingot copper and imported block tin, carefully proportioned and carefully melted to secure tonal quality and lasting quality. They are mounted very carefully and solidly for ease of ringing and neatness of design. Everything that conduces toward satisfaction is part of the McShane endeavor. The McShane Company will send catalog free to persons contemplating purchase.

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The Pennsylvania Railroad Company has arranged for a special personally-conducted tour thru California, to leave New York and Philadelphia on February 14, by the "Golden Gate Special," composed exclusively of Pullman parlor-smoking, dining, drawing-room, sleeping, compartment, and observation cars, returning March 20. This special train will be run

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Copies	Publishers' Our Retail Price Price	Copies	Publishers' Our Retail Price Price
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3 Morgan's Educational Mosaics. Cloth	1.50 .75	90 "Educational Foundations"—bound—1891-2. Paper, 115 pages, large size	.60 .30
3 Fitch's Notes on American Schools and Colleges. Cloth, 138 pages	.60 .25	400 "Educational Foundations"—bound—1892-3. Cloth	1.00 .50
70 Nations of the World. Illustrated. 189 pages	.50 .20	200 New Year and Midwinter Exercises (for School Entertainment)	.25 .15
3 Putnam's How to Educate Yourself. Boards	.50 .20	5 Trumbull's Teaching and Teachers. Cloth. 290 pages	1.25 .50
8 Hart's German Universities. Cloth. 396 pages	1.75 .75	2 Matthew Arnold's Higher Schools and Universities in Germany. Cloth, 245 pages	2.00 .90
10 Dutton's Arithmetic in Primary Schools. Cloth, 165 pp.	1.00 .50	Hinsdale's Schools and Studies. Cloth. 362 pages	1.50 .65
6 Palmer's Science of Education. Cloth, 340 pages	1.00 .50	3 Alcott's Record of a School. Cloth. 297 pages	1.50 .50
9 Hoose's Methods of Teaching. Cloth. 376 pp.	1.00 .50	4 Brackett's Women and the Higher Education. Cloth	1.00 .40
7 Rousseau's Emile. Cloth, 157 pages	.90 .50	2 Brook's Those Children. Cloth. 272 pages	1.00 .40
35 Mason's Manual of Gymnastic Exercises. Bds., 64 pp.	.40 .15	2 Huxley's Science and Culture. Cloth, 357 pages	1.25 .60
100 Kilburn's Primary Methods. Cloth. 280 pp.	1.00 .60	3 Hoffman's Science of the Mind. Cloth, 378 pages	1.50 .50
2 Thring's Education and School. Cloth, 278 pages	1.75 .75	2 Hart's In the School-Room. Cloth, 275 pages	1.00 .45
3 Lange's Higher Education of Women. Cloth, 186 pp.	1.00 .50	4 Dutton's Memoirs of John D. Philbrick. Cloth, 225 pp.	1.25 .50
10 Maltby's Map Modeling in Geography and History. Cl.	1.25 .65	3 Gill's School Management. Cloth, 275 pages	1.00 .30
10 Brook's Mental Science and Culture. Cloth. 504 pages	1.50 .75	4 Hill's Our English. Cloth, 242 pages	.80 .45
7 Manual of Class Teaching. Cloth. 54 pages	.40 .25	50 Upham's Fifty Lessons in Wood Working. Cloth, 100 pp.	.50 .25
7 Notes of Lessons for Young Teachers. Cloth, 101 pages	1.00 .40	50 Rooper's Drawing in Infant Schools. Paper	.15 .08
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